DOCUMENT RESUME

ED 387 932 EA 027 132

AUTHOR	Carlos, Lisa; And Others
TITLE	A View from the Bottom Up: School-Based Systemic Reform in California. Volume 2: Ten Profiles.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	May 95
CONTRACT	RP91002006
NOTE	98p.; For Volume 1, see EA 027 131.
AVAILABLE FROM	Students at Risk Program, Far West Laboratory, 730 Harrison Street, San Francisco, CA 94107.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Change Strategies; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Grouping (Instructional Purposes); High Risk Students; Organizational Change; *School Organization; *School Restructuring; State Standards; Student Evaluation
IDENTIFIERS	*California

ABSTRACT

This document, the second of two volumes, contains individual profiles of 10 schools that participated in California's Every Student Succeeds (ESS) reform initiative. The ESS initiative created a network of schools to promote change efforts aimed at improving learning for at-risk students. The first phase of the study looked broadly at school restructuring, and the second phase focused in more detail on issues related to systemic reform and serving diverse student populations. The progress of the 10 schools was followed over a 3-year period. Data were obtained from individual and focus-group interviews with key groups: principals/administrators; regular classroom and special-population teachers and aides; student-support staff; and district staff. Other methods included classroom observations and followup telephone interviews with principals. Each school profile describes the efforts undertaken and challenges faced while restructuring to ensure success for every student. The volume highlights each school's key features, district and community contexts, major restructuring strategies, school definitions and measurements of success, and the key lessons learned for each effort. A list of key terms, 30 tables, and an appendix containing examples of useful school practices are included. (LMI)

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a View from the Bottom Up:

School-Based Systemic Reform in California

Volume II: Ten Profiles

restructuring

standards

hands-on

equity

assessment

thematic

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A View from the Bottom Up:

School-Based Systemic Reform in California

Volume II: Ten Profiles

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May 1995

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This document is supported by federal funds from the U.S. Department of Education, Office of Educational Research and Improvement, contract number RP91002006. Its contents do not necessarily reflect the views or policies of the Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

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PREFACE AND ACKNOWLEDGMENTS

A View from the Bottom Up: School-Based Systemic Reform in California reports on schools in the midst of restructuring that are now shifting to embrace the next challenge: systemic reform. Two volumes comprise this report. *Volume I: Lessons Learned* provides an in-depth analysis of restructuring efforts across ten schools participating in the Every Student Succeeds (ESS) and other state reform initiatives. Based on a three-year study, this volume synthesizes the major findings around several themes central to the current national systemic reform agenda and derives implications and recommendations for schools, districts, state and federal policymakers. *Volume II: Ten Profiles* contains individual profiles of the unique restructuring experiences of these ten ESS schools. Each school profile describes the efforts undertaken and challenges faced while restructuring to ensure success for every student. Highlighted are each school's key demographic features, district and community contexts, major restructuring strategies, how the school defines and measures success and the key lessons learned for each effort. Including a list of key terms and an appendix containing examples of useful activities and tools some schools employed, this volume offers practitioners more insight into the promise and challenge of putting particular strategies into practice.

We are indebted to the many individuals in schools, districts and the California Department of Education who participated in this research effort. We also appreciate the generous time other educators and colleagues contributed to our work at various stages of our research and the development of this report. In particular, we would like to extend our warmest thanks to the individuals who helped in the production of this volume: the participants at the October 1994 ESS networking meeting for their feedback on ways to improve the overall document; reviewers at each school for their feedback and revisions on individual profiles; Kelvin Gee for the cover design; and Barbara Oleksiw and Rosemary De La Torre for editorial assistance.

INTRODUCTION

This study offers policymakers and practitioners insight into the struggles, strategies and successes of ten schools making a difference where it counts most: with a diverse student population whose full capacity for achievement has largely been left untapped. Since 1992, Far West Laboratory for Educational Research and Development has followed ten schools as they experiment with decentralized decision-making, the reorganization of students and teachers and the improvement of teaching and learning. When this study began, many of these schools were in the midst of a reform movement referred to as "restructuring." Now, three years later, these schools have started to prepare for another reform challenge: demonstrating that all students can achieve the same high standards of academic performance. This study provides insight into their readiness to move in this direction.

These schools have not stood alone in their efforts They have been supported by the California Department of Education initiative, Every Student Succeeds (ESS). This initiative, established in 1991, created a network of 46 schools in ten districts to promote change efforts aimed at improving learning for students at-risk of school failure. Participating districts and schools were selected using interviews and applications for another state restructuring initiative enacted by Senate Bill 1274 (SB1274), "Demonstration of Restructuring in Public Education." Although initially coupled with this restructuring program, ESS emerged with its own identity and conceptual framework for school-based reform[1]. While participating schools receive no additional funding, they have been able to share and learn from each other as participants in the state's annual network meetings. These schools have also benefited from other district and state-supported technical assistance.

Methodology

This volume contains short individual profiles of the unique restructuring experiences of ten ESS schools. The progress of these ten schools was followed over a three-year period. In the exploratory phase of our work, we visited 23 schools to gain a general understanding of the status of and issues raised by schools committed to restructuring. From this sample, we then selected these ten schools – one from each district participating in ESS – to gain a more detailed understanding of the issues related to systemic reform and to serving diverse student populations in the second phase of work.

In both phases of work we conducted individual and focus group interviews with key role groups: principals/administrators, regular classroom and special population teachers and aides, student support staff (e.g., counselors, school nurses, community workers) and district staff. In addition, we included a student experience component where site visitors observed classroom activities and then interviewed selected students. Phone interviews were also conducted with principals to update information and expand upon certain themes, such as standards and assessment, professional development and prevention issues. Table 1 shows the data collection schedule for the ten schools described in this volume.

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[1] Many schools participating in ESS also participate(d) in SB1274. About two-thirds of all ESS schools received SB1274 planning grants and slightly more than a third received five-year demonstration grants. Half of the schools described in this volume received SB1274 grants. In each school profile, whether a school received an SB1274 planning and/or demonstration grant is noted in the school data table under programs.

Table 1: Data Collection

School	One-Day Site Visit	Three-Day Site Visit	Follow-Up: Phone Interviews [PI] & Update Visit [UV]
Almeria Middle	April 1992	May 1993	June 1994: PI
Carr Intermediate	May 1992	August 1993	N/A
Carver Elementary	May 1992	February 1994	June 1994: PI
Dos Palos Elementary	April 1992	February 1994	June 1994: PI
Fern Bacon Middle	May 1992	February 1994	June 1994: PI
Glassbrook Elementary	N/A	March 1994	June 1994: PI
Paramount Elementary	April 1992	June 1994	June 1994: PI
Renaissance High	May 1992	May 1993	May 1994: PI
Riley Elementary	May 1992	May 1993	May 1994: 1 day UV June 1994: PI
Sanborn Elementary	September 1992	December 1993	June 1994: PI

Organization of Volume II and Individual Profiles

Volume II was designed to be useful to practitioners. Individual school profiles are deliberately brief and highlight only key – not all – restructuring strategies and challenges. Each school profile describes school demographic features, district and community contexts and major restructuring strategies in the areas of curriculum enrichment and access, school definitions and measures of success and prevention/meeting students' non-instructional needs. Each story ends with key lessons learned from a school's efforts. As important, the profiles are snapshots in time of an ongoing school reform effort. We know from those at the school who reviewed drafts that much has changed for these schools since these profiles were written. Therefore, at the end of each profile we've included the name of a person to contact at each school should the reader desire more information or an update on what schools have done since our last visit.

In addition to a list of key terms (Appendix A) and some examples of promising practices (i.e., strategies or activities described and referenced in the text and included in Appendix B), the following table was designed to help the reader quickly locate useful sites and information on major strategies. The strategies listed are ones described in each profile and typical of many school restructuring efforts. In this way, readers can more easily access information. For example, readers who are interested in schools implementing new ways of grouping students and teachers and/or implementing these structures within year-round schedules can easily find schools implementing these strategies. The table is organized so that schools are grouped according to level – i.e., the six elementary schools first, followed by the three middle schools and ending with the one high school.

Table 1: Highlights of Restructuring Strategies in Ten Schools

School	Grouping Students and Teachers			Reorganize Time		Curriculum Enrichment			Alternative Assess-ments	School Govern-ance	Prof'l Devel-opment	Learning Focused Prevention	Other
	Families	Teaming	Other	Year-round	Block or Staggered Schedules	Integrated Thematic Instruction	Meaning-Centered Curriculum	Other					
Sanborn (p. 7)	3 Mini-schools	♦				♦	Multicultural units						Bilingual/ Bicultural focus
Para-mount (p. 13)		♦		♦						Teacher budgets		Behavioral Interven-tion teams	
Dos Palos (p. 19)	♦		Special Ed integrated							♦			
Glass-brook (p. 33)					♦	♦	Aligned Multicul-tural curr.		ELD Report Card				
Riley (p. 39)			Mixed Grouping Model		♦			♦	Rubric based re-port card	Action & leadership teams		Problem-solving Teams	
Carver (p. 59)		♦	Mixed Grouping Model				Learning Centers	♦					
Almeria (p. 25)		♦			♦	♦			Electronic portfolios		Strategic prof. dev.		Techno-logy
Fern Bacon (p. 53)	♦							Aligned math and health curr					Behavior based magnet
Carr (p. 65)	♦	Grade level teams		♦		Teams facilitate ITI					Prof. Dev. School		Technolo-gy for LEP students
Renais-sance (p. 47)	♦	Interdisci-plinary teams				Project dri-ven ITI	♦						Curr align w/ work-place standards

The different categories of restructuring strategies reflect the typical ways and areas in which schools are changing what they do to ensure that all students are able to succeed. For each school, we've listed and briefly noted one or two of the major strategies that are highlighted in the profile.[2] Diamonds indicate one or two other strategies underway at the school that are important but may not be described in much detail in the profile. Although most categories are self-explanatory, below is a brief description of the categories and/or sub-categories of strategies or activities that are less clear.

Grouping Strategies. Restructuring how students and teachers are grouped for instruction is one major strategy schools used to provide all students with genuine opportunities to learn. Many schools altered grouping practices at both the school and classroom level. Among the most common strategies were to: (1) divide the school into smaller organizational units referred to as "families" or "houses" and (2) teaming among teachers. A family structure refers to reorganizing classroom assignments to allow for shared supervision by a team of staff members. At the secondary level, this typically included teachers from different core subject areas. Teaming refers to joint planning among interdisciplinary teams and/or team teaching situations. Finally, some schools mixed homogeneous and heterogeneous grouping of students (for certain subjects and/or parts of the day) as a way to appropriately address large student populations with diverse language needs. This is referred to as "mixed grouping model" in the table.

Reorganizing time. In addition to a year-round schedule, block and staggered scheduling of class periods were common approaches to reorganizing time in schools. Block scheduling refers to schedules where subjects are taught for a longer period of uninterrupted time. Staggered schedules refer to schedules that allow a smaller number (usually half) of a normal classroom's students to be present for certain subjects and periods of the day.

Curriculum enrichment strategies. Upgrading curriculum was another common set of strategies schools used. Integrated thematic units and/or projects that integrated subject matter and curriculum around core themes were popular strategies among schools we visited. Many schools were also trying to make curriculum more "meaning centered"; i.e., responsive and meaningful to the lives of students.

Alternative assessments. Many schools were experimenting with new ways to assess student progress and performance such as portfolios, developing rubrics for certain content areas and oral presentations. But most schools were still at the early stages of their efforts at the time these profiles were written.

School governance and management strategies. Under this category, included are not only schools with decentralized decision-making but also those with innovative ways of improving communication through action and/or leadership team processes.

Professional Development Strategies. All schools had some professional development activities, but noted here are schools that had more strategic or long-term plans for professional development.

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[2] We want to stress that this is neither a complete nor up-to-date list of each school's major restructuring strategies. Rather, it reflects the most significant activities at the time of our last visit. We encourage readers to contact schools and/or districts for more information. See Appendix C for the addresses and phone numbers for these schools.

Learning Focused Prevention Strategies. All schools we visited had a variety of prevention and early intervention activities and programs designed to meet students' social, emotional and health needs. However, this category refers to strategies that were directly tied to student learning[3] such as the expansion of the student study team process used to develop individualized educational plans for special education students. (See Appendix A for a definition).

[3] For example, some schools had programs that worked on student self-esteem by providing them structured opportunities to discuss their feelings; other schools integrated discussion of self-esteem within learning activities around writing or reading. The latter type is what we refer to as learning focused prevention strategies. See Volume I for a more detailed discussion.

INDIVIDUAL SCHOOL PROFILES

SANBORN ELEMENTARY SCHOOL
Alisal Union School District

Sanborn Elementary
Grades K-5
Rural
Northern California
Last visited December 1993

Major Restructuring Strategies and/or Issues

- Increased teacher input into decision-making through thematic teacher teams known as "mini-schools"
- Integrated special needs students into regular classrooms
- Early literacy interventions
- "Minischool" structure is compromised by the need to create a coherent bilingual education program
- Added decision-making responsibilities inhibit shared work on curriculum development

Table 1. School Data

Student Enrollment	758
Student Ethnicity	95.8% Hispanic; 2.4% White; 0.7% Filipino 0.7% Asian; 0.4% American Indian
Limited English Proficient (LEP)	580 students (76.5%)
Major Language Groups of LEPs	577 Spanish; 3 other languages
AFDC / Free Lunch	29.6% / 89.8%
Programs	Chapter 1; SIP; LEP; Miller Unruh; Chapter 2; Program Improvement; SB1274 Planning and Demonstration
Staff	32 FTE Teachers; 33 FTE-Certified Staff; 3 Mentor Teachers

*1993-94 CDE data unless indicated by **

In a predominantly rural, lower SES Mexican-American community in east Salinas, Sanborn families are mostly migratory farmworkers, following seasonal agricultural work between Salinas, California and Yuma, Arizona. Like their families, Sanborn students are highly mobile, predominantly Spanish speakers, with significant literacy needs. Accordingly, Sanborn staff embarked upon restructuring to accomplish several goals: to produce bilingual, biliterate, bicultural students; to develop critical thinkers; to prepare students for a technological, information-based society; and to promote high self-esteem. In 1992, Sanborn set out to reform the school environment by fostering the feeling of "community," increasing the sense of "belonging," establishing project-based learning, and developing multi-aged, interdisciplinary curriculum.

Since only 13 percent of Sanborn's students are native English speakers, students are first sorted by grade level and language development stage: Spanish transitional, post-transitional, English-only. Classes are then formed with heterogeneous characteristics based on gender, behavior, academic ability and resource specialty. Students with diverse needs are integrated in classrooms throughout three clusters of teachers known as "Minischools." (See Appendix for a summary of vision and key strategies and issues.)

I. School-Community and Restructuring Context

In the late 1980s, Alisal Union began the process of restructuring by piloting the Mid-California Science Project (MCSIP) and integrated

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thematic instruction at several school sites, including Sanborn.

By 1990, Alisal Union updated its Bilingual Master Plan to require more years of native language support. Subsequently, the district required all schools to submit a restructuring plan to bid for the SB1274 Grant, which Sanborn eventually acquired. In 1991, the district wrote a strategic plan to define how it would support schools in restructuring through collaborative planning, with Healthy Start and Even Start, training of Reading Recovery specialists, developing performance-based measures, continuing MCSIP and technology training, updating board policies, increasing staff input, brokering research and other actions as needs arise.

By the time Sanborn received its SB1274 grant, the school had already implemented a "dual language model" (i.e., a late transitional bilingual education model) to support native language literacy and Spanish language instruction of core subjects. In that year, Sanborn staff identified inadequate academic/critical thinking skills, low self-esteem, lack of cultural appreciation and insufficient home-school partnerships, as the main issues to be addressed for restructuring.

II. Rethinking Business: Major Restructuring Strategies

As a strategy toward reform, teachers at Sanborn were asked to be more involved in school decisions. Teachers formed groups based on mutual interests which eventually became known as minischools. Each of the three minischools has organized its curriculum under the following themes: (1) discovery learning; (2) community exploration; and (3) international arts and sciences. The minischool staff, regular and special populations teachers, and support staff cooperate for planning curriculum, making budgetary decisions and selecting professional development opportunities. Each minischool is provided an equal portion of roughly half of the SB1274 funds. During bi-monthly meetings, each minischool votes on how their funds are to be spent. A leadership team, made up of two representatives from each minischool, the principal, vice principal and two classified staff and parent representatives meet on a regular basis to negotiate decisions that affect the entire school.

A. Ensuring Equal Access to an Enriched Curriculum

Each minischool is developing curriculum and complimentary activities to match their theme. The Discovery Minischool has purchased an inquiry-based curriculum known as Lifelab and has built a school garden for laboratory study. The Community Minischool is creating lessons that focus on careers and cultures within the local area, promoting the use of technology and video production while sponsoring afterschool athletics on the school grounds. The International School for Arts and Science is developing multicultural units, while orchestrating drama productions and mural painting. All three minischools are promoting an active learning environment, participating in self-esteem builders (such as TRIBES and COLORS), and supporting language and cultural maintenance.

Each year, classroom composition is strategically based on students' language proficiency and academic needs. Teachers then bid on which classroom they would like to teach, based on consensus. All special needs students are fully integrated into regular classrooms. Students who are reading at the lowest levels receive pull-out services -- services provided outside of the regular classroom -- from categorical specialists who have been trained in Reading Recovery and Early Literacy in the Classroom (ELIC). Instructional aides assist in kindergarten classes as part of the early intervention strategy.

Table 2. How does Sanborn ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• All regular and categorical teachers clustered into 3 thematic "minischools" with mostly single-grade classrooms • Special education students in Special Day Class (SDC) in minischool with SDC & Resource Specialist Program (RSP) teachers; RSP students in all minischools • LEP and migrant students spread among all minischools, receive supplemental services from support service liaison and migrant resource teacher • All instructional aides assigned to K-1 only • Some 1st through 3rd LEP and migrant students receive Reading Recovery, LEARN (after-school reading enrichment program) and Early Literacy in the Classroom (ELIC) • Speech therapy, social services and counseling continue as "pull-out" where special services provided outside of the regular classroom	• All classes sequenced for English language development (Spanish, transitional, post-transitional and English-only) • International minischool infuses multicultural units, have students do stage productions • Community minischool using local neighborhood as subject of study, sponsoring athletic teams and events • Discovery minischool implemented exploratory *Lifelab* curriculum, built on-site garden for laboratory study • All teachers integrate student lives/families into lessons • Lowest K-1 readers get specialized, individual literacy help • Conflict resolution curriculum implemented schoolwide • Older students receive Cross-Age tutoring, Reciprocal Teaching and Graphic Organizers	• All teachers trained or certified in language development and/or bilingual instruction • Many teachers trained in MCSIP and *brain compatible learning* • All teachers developing authentic assessment • "International" teachers being trained by professional drama coaches for stage productions • "Discovery" teachers trained in *Lifelab* curriculum • Migrant Education resource teacher trained in ELIC (other teachers developing Spanish version) • Two literacy specialists trained in Reading Recovery
Tensions in Implementation	• Bilingual ed. model and high transience conflict with desire to keep students in same minischools • Separate minischool funding and discussions of schoolwide budget	• Students changing minischools do not receive consistent interventions K-5 • Reading Recovery, ELIC and LEARN target younger students; equivalent specialized curriculum for older low-literacy students not in place	• District unable to fund 8 staff development days guaranteed by the state • Perceived lack of time to develop curriculum and authentic assessments • District's Reading Recovery/ELIC training labor-intensive and expensive, drain budget

B. Defining and Measuring Success

In general, staff believe they have been successful in promoting an atmosphere of belonging and competency among students. They perceive students to be more motivated, enthusiastic, engaged and successful in schoolwork than previously. Many staff members report that students spend more time on tasks and are willing to take risks in classroom participation.

Although there is no formal process in place to measure the impact of restructuring, Sanborn staff report improved attendance, fewer discipline referrals, better performance reflected in report cards, fewer students referred to special education screening and faster pace of students exiting the special education program, and higher standardized test scores. The staff also believe that their emphasis on native language instruction and self-esteem development will result in improved academic test scores over time. In addition, staff report a sense of community and belonging among students and staff, and increased family involvement.

Table 3. How does Sanborn define and measure success?

	Method, Areas Covered and Scope
Standards	• CDE frameworks used to develop curriculum and learning standards • Exit criteria for language development stages standardized and explicit for all students • *Lifelab* project comes with standards and assessment tools linked across grades
Student Assessment	• All students tested in language proficiency with BSM (Bilingual Syntax Measure), and ADEPT (district-designed assessment) • Traditional forms of assessment for all students (CTBS or SABE, depending on language dominance) • CLAS taken at appropriate grade levels • 1st graders tested on Reading Recovery (RR) diagnostic survey • Former RR students tested annually in RR diagnostic • Kindergarten students' literacy level assessed for Reading Recovery via *Concepts of Print;* others take *Primary Academic Lab* for assessing need for after-school supplementary reading program • Staff piloting a locally developed writing rubric
Schoolwide Restructuring Assessment	• Site beginning Protocol process via SB1274 program

C. Prevention and Meeting Students' Non-Instructional Needs

Due to the compounded issues of poverty and insufficient social services, Sanborn has had to contact Child Protective Services frequently. Sanborn has attempted to be more proactive about addressing non-instructional needs by initiating a free breakfast program to address hunger, building a fence around the school to protect children against random gang violence, and piloting a Healthy Start program with ten families. In collaboration with the Salinas City Parks Department, a field and park were built behind the campus and are directly accessible for school use.

The school has a full-time counselor paid by SB65 funds, as well as counseling interns provided by San Jose State University. An extended day program has expanded academic opportunities as well as served "latch key" children. Additionally, the school has witnessed increased parent participation in school events and greater family involvement through ESL and literacy classes offered on campus. A newly opened parent center on the school grounds has increased the number and improved the services of parent volunteers.

III. Lessons Learned

Sanborn's emphasis on bilingual education requires classrooms to be organized on the basis of student language and academic needs. This means that students' year-to-year placement may require them to move in and out of minischools. Some staff would prefer to have the same set of students within their minischools for all the years to gain greater knowledge and rapport with individual students and families. To enable every minischool to cover grades K-5, teachers have had to accept combination classrooms, and, in one case, transfer to another minischool. Consequently, the minischool membership must remain open, since classroom composition changes yearly, depending on student needs.

Sanborn staff are also dismayed that the added responsibilities of shared decision-making has meant more time spent on school business than anticipated. Teachers report a lack of time available to jointly plan curriculum.

For more information on Sanborn's restructuring activities, please contact Ruben Pulido at (408) 753-5760.

PARAMOUNT ELEMENTARY SCHOOL
Azusa Unified School District

Paramount Elementary
Grades 1-5
Suburban
Southern California
Last visited in June 1994

Major Restructuring Strategies and/or Issues

- Decentralized decision-making and a $1,300 allowance for each teacher to spend on curriculum and instruction
- Multiple interventions to meet the affective, social and emotional needs of the "whole child"
- A single track, year-round school schedule to promote greater academic continuity and extend learning opportunities
- Current challenges include how to better assess impact of programs and develop common outcomes

Table 1. School Data

Student Enrollment	664
Student Ethnicity	81.2% Hispanic; 11.9% White; 3.6% Black; 2.4% Filipino; 0.5% Asian; 0.5% Pacific Islander
Limited English Proficient (LEP)	270 students (40.6%)
Major Language Groups of LEPs	264 Spanish; 1 Pili/Taga; 2 Singhalese; 2 Visayan; 1 Armenian *
AFDC / Free Lunch	21.7% / 68.1%
Programs	SIP; Chapter 1; Special Friends*;Troops*; PIP*
Staff	24 FTE Teachers; 25 FTE Certified Staff; 1 FTE Mentor Teacher

*1993-94 CDE data unless indicated by **

Entrepreneurial leadership, a commitment to meeting the linguistic, cultural and affective needs of students, a teacher-empowering decentralized budget process and a year-round school schedule are just some key elements that shaped Paramount Elementary's restructuring experience. The early stages of restructuring, traditionally marked by resistance and skepticism, are for the most part over.

In place is a school culture that encourages creativity, supports risk taking and promotes mutual ownership for the success of each student. As one veteran staff member explained:

> "When I came to the school there wasn't hostility among bilingual, regular and special education teachers, but it was separate. We tried to create a climate that said 'this child is my child, and every child has a need.' Since then a melding process has occurred."

This environment has prepared Paramount for its next hurdle: developing a process for better assessing and evaluating student progress.

I. School-Community and Restructuring Context

Paramount is one of eleven elementary schools in Azusa Unified School District, located approximately 22 miles east of Los Angeles. Similar to surrounding communities, Azusa's demographics indicate a steadily growing limited English proficient (LEP) population: in 1990-91, 26% of students in the district were identified as LEPs and in 1992-93, 30% of the population was identified as LEP, of whom

most are Spanish speakers. Consequently, the district places a priority on improving teachers' knowledge and methods for instructing LEPs. The district even pays teachers to study for and take certification testing.

The district also plays a significant role in encouraging restructuring. In 1985, the district first implemented a shared decision-making model. This paved the way for a broad-based strategic-planning process which has already undergone one revision. Both restructuring initiatives laid such a strong foundation that in 1992, 10 of 18 schools applied for SB1274 state restructuring grants.

Applying for these grants was a pivotal point for the district. To comply with the state's requirement that a compact be signed by key stakeholders, the district had to establish close relationships with the unions. Due both to the success of this relationship and to a recognition that school-level change efforts needed a district support structure, a permanent advisory committee was formed: the Districtwide Restructuring Stakeholders Council. This council comprises representatives from each school and is facilitated by presidents of each union and an assistant superintendent. School staff report that presenting to and receiving feedback from the council helps them to think more critically and fine tune proposals. The council also helps representatives learn from their colleagues' restructuring efforts.

One of Paramount's strengths is the leadership and entrepreneurial energy provided by the principal who served the school for seven years. Resource development is one of her most important, but time-consuming, responsibilities and she is constantly searching for funding opportunities.

According to the principal, restructuring began almost four years ago when the school underwent a program status review. As a result, the school reviewed its approach to serving its lowest achieving students. At about the same time, Paramount applied for and won a SB1274 planning grant. Although they did not receive the subsequent implementation grant, the school uses the plan as the basis for its restructuring activities.

II. Rethinking Business: Major Restructuring Strategies

Restructuring school governance was addressed early. In 1991, Paramount adopted a site-based budget process granting staff greater flexibility in meeting the needs of their students. This strategy, in place today, entails three steps:

- *Setting up grade-level teams*, so teachers develop more integrated and consistent lesson plans. These teams meet bi-monthly. To optimize coordination across teams, a representative is appointed for a schoolwide planning council (formerly two separate groups), called the Paramount Leadership Council/School Site Council.

- *Providing each teacher his/her own budget (around $1,300)*, derived from reconstituted categorical funds. Teachers can decide whether they spend these funds individually or pool them with other teachers to purchase curriculum materials, attend workshops, go on field trips and/or hire substitutes for extra planning days.

- *Establishing an accountability mechanism.* Before receiving an approved budget, each teacher completes an "Objective/Budget Worksheet" which asks how funds spent relate to goals listed in the school's restructuring plan. After approval, expenses are monitored and adjustments are agreed upon by both teacher and principal. (See Appendix B for a sample.)

Restructuring school time has been another major change. In August 1992, Paramount switched to a single track, year-round schedule to promote learning continuity (i.e., avoiding extended summer breaks and the subsequent drop in performance) and minimize the time spent reviewing material at the beginning of the school year. A group of Paramount parents initiated the idea of a year-round school. Because of their hard work, the usual community resistance was minimal.

A. Ensuring Equal Access to an Enriched Curriculum

A year-round schedule was also seen as a strategy to minimize absences of students who returned to Mexico for during the winter holidays. An intercession scheduled during that time meant these students could miss school without jeopardizing their education.

Paramount has several other strategies to ensure student access to an enriched curriculum (see Table 2 below). A driving force is the concept of "powerful learning:" upgrading the curriculum to be more hands-on and project-oriented so students can demonstrate mastery using multiple modalities. Last year, teachers attended district-sponsored inservices on "Math Your Way" (a manipulatives-based approach to math) funded through the federal Eisenhower Regional Consortia. This past year, Paramount also implemented a schoolwide ecology unit with a project-oriented approach.

Spanish-speaking LEP students are served through three types of programs. First, some are placed in a district adaptation of the "Eastman Model" bilingual program, called the "Bilingual Language Development Model." This program groups students homogeneously by language ability for 50-80% each day and then re-groups them heterogeneously with English-speaking peers. Second, because of size limitations, some Spanish-speaking LEP students are served through a traditional bilingual program. Finally, LEP students whose native language is not Spanish are placed in "English Language Development" classes with primary language tutors and special instruction, such as hands-on curriculum and sheltered English.

For LEP students in regular classrooms, teachers received training in language methodology and culture. This also heightened teachers' sensitivity to and ownership for meeting the needs of their students. In fact, most teachers have advanced to receive some level of language certification. Furthermore, several teachers mentioned spending their budgets on curriculum materials in both Spanish and English so all students learn the same content.

Special education students in the Resource Specialist Program (RSP) are heterogeneously grouped during most of the day and receive in-class support, or are pulled-out for support services for part of the day. Just like the consciousness-raising of LEP concerns, Paramount has done this for its special education students. In fact, Paramount takes pride that one of "its own" regular classroom teachers accepted the challenge to become credentialed as a bilingual, special education instructor. The school has increased regular classroom teachers' understanding by including more teachers on their Student Study Teams (SST).

Table 2. How does Paramount ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• With the exception of a couple of multi-grade classrooms, students are grouped homogeneously by grade and language ability. • Spanish-speaking LEPs are served through three programs: (1) grouped homogeneously for 50-80% of the day and then grouped heterogeneously for the rest of the day; (2) traditional bilingual education model; and (3) instructionally appropriate and tutor supported English-speaking classrooms. • Special education students (including LEP students) are provided assistance using a pull-out model for part of the day, as well as having specialists work with them in class part of the day.	• Teachers are grouped according to grade level teams to encourage content consistency and more integrated units. • Curriculum content has been upgraded schoolwide in two primary areas: hands-on math and science curriculum, largely through the support of a districtwide inservice in these areas. • Some teachers have chosen, through site-based budget funds, to buy Spanish materials to complement their curriculum in the classroom.	• All teachers have received at least language methodology and culture training in language acquisition, including strategies such as sheltered English. Most teachers are pursuing further certification, with the support of the school and district. • Staff have also engaged in reciprocal training with Alisal Union School District to develop authentic assessments for bilingual and regular students.
Tensions in Implementation	• LEPs whose native language is not Spanish do not participate in a bilingual program, but are supported by primary language tutor and placed in English-speaking classrooms where they are assisted by instructional strategies, such as sheltered English and a hands-on curriculum.	• Curriculum enrichment is sometimes piecemeal as opposed to schoolwide, due to the decentralized budget process. Only two grade level teams (2nd and 4th) have pooled funding to implement a common curriculum.	• With the exception of a few districtwide inservices (e.g., math and science), most professional development activities are left to grade level teams and individual teachers. Thus, professional development is ad hoc.

Paramount also has a pilot program for selected students considered under-achievers, in a nongraded classroom instructed by a teacher with progressive teaching techniques. Schoolwide support for these students was underscored when staff agreed to keep her class size to 24 students. Due to the academic growth of these students, the school recently received a waiver to expand this classroom to include 2nd, 3rd and 4th grades. Paramount hopes to glean strategies from this experiment for their other classrooms.

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B. Defining and Measuring Success

While the school has districtwide benchmarks, called "student expectancies," to guide their lesson plans (see Table 3 below), they are also developing their own set of student outcomes. In June, staff were still wrestling with what those outcomes should be, their priority, and resource allocation. Some believe that low Chapter 1 test scores indicate that categorical dollars need to be spent on literacy needs. On the other hand, some staff believe that meeting affective needs is more important. Confounding this debate is the issue of whether outcomes should describe cross-cutting behavioral skills (e.g., acquiring global communication skills), or be targeted at specific content areas (e.g., math or language arts).

Table 3. How does Paramount define and measure success?

	Method, Areas Covered, and Scope
Standards	• Has district "expectancies" based upon state curriculum frameworks and are supposed to guide classroom lesson planning, as well as districtwide standards for exiting from its bilingual program. • In the process of developing common outcomes for students in both academic and affective domains.
Student Assessment	• Has begun to pilot authentic assessments (i.e., portfolios) in some lower grades classrooms. • Traditional forms of assessment used to place and exit students in categorical programs (e.g., Aprenda, SAT8). • District has criterion-referenced tests in language and math (i.e., LAPA and MAPA) • CLAS taken at appropriate grade levels.
Schoolwide Restructuring Assessment	• "Effective Schools" survey is periodically conducted to collect information from teachers, students, parents and school staff. • Three teachers trained as Program Quality Review consultants are to use these skills to develop a stronger "student work" focus and schoolwide self-inquiry process.

Paramount is also experimenting with student and schoolwide assessments: Last year they began piloting portfolios in lower grades, but have yet to implement rubrics or standard formats. The school, along with the district, is struggling to interpret data they are collecting on student progress. A recent five-year longitudinal study indicates that LEPs are out-performing their English-speaking peers. While some believe this is evidence of the quality of its bilingual program, others counter that this conclusion is invalid because the tests are not comparable.

In any case, school staff would like to know that their efforts are actually working for all students. This is critical not only to making better informed programmatic decisions but also to maintaining staff enthusiasm and momentum for restructuring.

As a starting point, Paramount trained three teachers this past year to develop schoolwide self-inquiry skills by becoming Program Quality Review (PQR) consultants. These teachers, in turn, will help shape their future direction in this area. Meanwhile, the district is considering redesigning its "effective schools" survey to provide more meaningful data.

C. Prevention and Meeting Students' Non-Instructional Needs

Believing that students' academic success is influenced by their affective, emotional and psychological needs, Paramount has several interventions and three programs to address these needs:

- The *Primary Intervention Program* (PIP) is facilitated by a counselor, as well as district-trained aides. Students are identified via questionnaire by teachers at the beginning of the school year. Once a week for a half hour, students receive one-on-one support through play-type activities.

- Students considered "high risk" participate for a half-hour once a week in *Troops*, a mentoring and peer-modeling program. The program encourages participants to express their feelings and try problem-solving.

- Paramount's third program, *Heart Talk*, is funded through its Chapter 1 program. *Heart Talk* runs about six weeks, engages students in self-esteem activities and is facilitated by two aides. Parents are asked to participate whenever possible,.

In all three programs, an equal number of bilingual staff and aides participate to minimize language barriers. This year, Paramount will try to better coordinate these preventative services by implementing a schoolwide "behavior intervention plan." Essentially, this is an approach based on the Student Study Teams model which provides a method for designing interventions and a format to see whether student needs are being met. (See Appendix B for further information.)

III. Lessons Learned

Paramount's site-based budget process and pilot nongraded classroom are just two examples of risk-taking that leads to fundamental school change. Teachers have used their budgets to explore new techniques, sometimes sharing results with colleagues. While many more opportunities for professional development have occurred, some staff expressed a desire to focus and avoid piecemeal, sporadic change efforts. As a school that recognizes the importance of rigorous self-reflection, Paramount is ready for that ultimate challenge: developing a set of common outcomes and a process for assessing whether restructuring has advanced them toward those outcomes.

A remaining issue is how Paramount's own vision and corresponding outcomes for students will be reconciled with district "expectancies" and state standards for student performance. Even with this resolved, staff recognize the limited resources available -- for teacher training and curriculum materials.

For more information on Paramount's restructuring activities, please contact Adele McCready at (818) 969-9729.

DOS PALOS ELEMENTARY SCHOOL
Dos Palos — Oro Loma Joint Unified School District

Dos Palos Elementary
Grades 1-4
Rural
Central California
Last visited in February 1994

Major Restructuring Strategies and/or Issues

- Increased teacher input into decision-making through issue-based action teams and multi-grade, heterogeneously grouped family structures
- Integrated special needs students into regular classrooms with "push-in" of support services into regular classrooms and some team teaching
- Increased emphasis on professional development
- With growing population of limited English proficient (LEP) students, need for more of a focus on bilingual education

Table 1. School Data

Student Enrollment	741
Student Ethnicity	56% Hispanic; 34.3% White; 9% Black; 0.7% Asian
Limited English Proficient (LEP)	217 students (29.2%)
Major Language Groups of LEPs	Spanish
AFDC / Free Lunch	27.1% / 74.5%
Programs	Chapter 1 Schoolwide; SB1274 Planning and Demonstration Grants; Healthy Start; SIP; Title VII
Staff	34 FTE Teachers; 35 FTE Certified Staff

*1993-94 CDE data unless indicated by **

Dos Palos Elementary serves an isolated rural community that, while deeply affected by poverty and unemployment, feels a strong sense of pride and community. Restructuring efforts, begun over two years ago, arose from a general concern over how to more effectively meet the changing needs of students. These efforts aim to improve student outcomes and help children become critical thinkers and competent citizens.

Now in the early implementation phase, Dos Palos focuses on including teachers in the decision-making process; increasing professional development opportunities; developing multi-grade, heterogeneously grouped family structures; and integrating special needs students into regular classrooms.

I. School-Community and Restructuring Context

Once a booming farming community, the community surrounding Dos Palos now faces a declining agricultural base, lack of industry and an increase in Mexican immigrant farm workers. Unemployment has skyrocketed to 30%, and both the number of AFDC families and limited English speaking students have quadrupled within the last decade. It is within this context that Dos Palos recognized the need to change its practices and vision, and undertook restructuring.

Dos Palos' restructuring efforts began and continue in a climate of support.: By and large the community, district, school board and

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state have proven supportive of the school's changes over the past few years. The district, in particular, has demonstrated support primarily by allowing the school and its teams to make independent decisions. The principal and the district's director of curriculum and instruction regularly communicate over the school's planning, budgets and activities. In the past, the school board was particularly supportive. However, recent consolidation of three schools into one district has consolidated the board as well -- only two of the current seven members are from the previous elementary school board, thus most are unaware of the school's restructuring activities. While the board is not hindering school efforts, it needs to be updated on the elementary school's goals and activities to avoid a potential barrier to future reform.

With remarkably low staff turnover since restructuring began -- largely due to a concerted effort to hire teachers with strong community ties -- and continued involvement of all staff in the school's efforts, there is greater staff continuity to ease the effort along. With a site-based management approach, Dos Palos has given staff a greater voice and sense of ownership about the students' and school's progress.

As a result of restructuring, the principal, teachers, specialists and even parents have seen a shifting and/or expansion of roles and responsibilities. Communication among and between teachers, specialists, the principal/vice principal and parents has increased, leading to greater understanding of one another's abilities and roles, as well as greater accountability to each other.

II. Rethinking Business: Major Restructuring Strategies

Since their restructuring proposal was accepted over two years ago, school staff have increased input into planning through involvement in four issue-based action teams and developing family structures. Each team has a focus: (1) literacy; (2) parent and community outreach; (3) assessment; and (4) leadership. Action teams include at least one representative from each grade level and specialty area, such as bilingual and special education. Families have also provided a mechanism for increased teacher input into the school's decision-making process. Decisions made by these committees -- both action teams and families -- are usually made by majority rule with recommendations forwarded to the principal, who often has the final word.

A. Ensuring Equal Access to an Enriched Curriculum

Curriculum enrichment has occurred neither coherently nor consistently schoolwide; rather it occurs more on a teacher-to-teacher, individual classroom basis. In the future, they hope to emphasize a more hands-on, meaning-centered curriculum schoolwide, as well as introduce more technology.

A few years ago, all special services were provided using a pull-out model, providing services to special needs students outside of the regular classroom -- a model, according to some, destined to become ineffective given the increasing number of students needing special assistance and a lack of resources. Now, specialists serve students primarily within the regular classroom and can work with any students needing help, either by working with heterogeneous or homogeneous groups of kids or individuals as needed. Some choose to team-teach, though finding common planning time can be a challenge. In heterogeneous grouping, teachers may use cooperative learning or peer tutoring to ensure that all kids are learning. Bilingual programs are now based in the regular classroom, as well, with the school's 17 bilingual aides rotating throughout the school to accommodate the large population. While some are concerned that these students may not be getting as much help as in a traditional pull-out situation, most agree that integrating students can have a tremendous positive effect on their self-esteem and, consequently, their performance.

Table 2. How does Dos Palos ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Students grouped heterogeneously by skill level, ethnicity and maturity into classes, which are then organized into four multi-grade families. Each teacher decides how students are grouped within their class; i.e., on skills, by numbering off or by matching higher-skilled with lower-skilled students. • Integration into regular classroom for students with language-delays and speech handicapped with push-in of specialists. Each grade has one class of severe language delay students grouped with students with no language problems. • LEP students heterogeneously grouped in classroom; special bilingual classes in each grade with mix of Spanish and English speakers; homogeneous for Spanish reading only	• Enrichment of the curriculum is at early stages: team teaching in regular classroom with reading and resource specialist and speech therapist allow kids to learn from same curriculum; training in learning styles; some teaching in longer time blocks; cross-age tutoring • The literacy action team appears to act as a vehicle for training in curriculum • The school also has a PAL after-school program, an arts action team, an artists-in-school program and a computer in every classroom	• Staff development driven by teacher-identified goals/needs • Early release of students on Wednesdays allows for inservice • Teachers trained in learning styles, reading and writing rubrics, and portfolios
Tensions in Implementation	• Question of effectiveness of full inclusion of special needs students • Concern that upper end kids fare less well with new grouping structure • Some resistance from teachers over basing bilingual programs in the regular classroom	• No schoolwide enrichment of curriculum yet; it differs classroom to classroom • Teachers vary on the degree to which they try to integrate Spanish during instruction • Though there are computers in every classroom, teachers aren't sufficiently trained to incorporate into curriculum • Lack of common planning time for teachers and specialists	• With such a large population of LEPs and so few bilingual staff, more bilingual training needed • Early release of students on Wednesdays may cause problems for working parents regarding child care

Expanding teachers' skills and knowledge base has been key to Dos Palos' efforts to improve curriculum and instruction. Over the last few years, the school poured money into providing an array of classroom

materials, but were seeing no improvement in students' test scores. In a shift of approach, the school decided to concentrate instead on further enhancing the skills of the staff. The principal now has all teachers submit an annual work plan outlining their goals and needs for staff development. By and large, these requests have been granted; training on learning styles, portfolio assessment and rubrics originated in teacher-identified needs. Likewise, the early school release time on Wednesdays was initiated by teachers as a valuable opportunity for inservice time. Several key areas of staff development, however, have been overlooked -- training in bilingual education and computers -- and may yet be incorporated into future plans.

B. Defining and Measuring Success

Dos Palos defines student success not only as students making strides in academic performance, but also as taking responsibility for their own learning, developing self-confidence and the ability to ask questions for themselves, and taking risks.

Traditionally, the state framework is handed down to the district, then translated by the grade level teams. These teams then develop expectancies, eventually leading to a developmental continuum assessment. The actual curriculum is developed by each individual teacher, who has great freedom in deciding how best to teach that curriculum. While there is no coherent schoolwide alignment, one vehicle for aligning the curriculum across grades is through the mentor team. The team chose to work on reading this year and is looking at district guidelines to better align the first grade curriculum with kindergarten and second grade.

No measurement standards or grading practices have yet been set across grade level, nor is there alignment between the grade school and middle school, although the fourth, fifth and sixth grade report cards are structured similarly. Reading and writing rubrics are expected new tools for more performance standardization within and across grade levels in the near future, and will be more authentic than the current system.

Table 3. How does Dos Palos define and measure success?

	Method, Areas Covered and Scope
Standards	• District has no common standards for student success but the school board is pushing for them. • Grade level teams develop their own expectancies from district curricular frameworks and skills needed for CLAS for K-4. • Certain grade levels are developing reading and writing rubrics.
Student Assessment	• The school collects CTBS scores, grades, absences, CAT5 and discipline incidents. • Teachers are trained in and have started to develop and use portfolios. • CLAS taken at appropriate grade levels.
Schoolwide Restructuring Assessment	• Protocol Team, that presents at state meetings, has been a vehicle for self-examination of restructuring goals and for clearer definition of focus.

With increasing frustration among teachers over standardized tests, plus questions around the ability to truly measure LEP students' performance and success with English language-based tests, a much greater emphasis has emerged on developing alternative forms of assessment, such as portfolios. By exploring these new methods, teachers envision using them as diagnostic tools to better target the needs of their students. Currently, teachers use portfolios to communicate more effectively in twice-yearly meetings with parents about their child's progress.

C. Prevention and Meeting Students' Non-Instructional Needs

Increasing parent involvement in the newly developed school site council, the PTA, the PASSPORT reading program and other volunteer activities is a reflection of the changing relationship between parents and the school. The new parent coordinator has made tremendous strides in involving the Hispanic (and non-Hispanic) community in the school and serves as an effective liaison by sitting on both the parent and community action team and the school site council. With awareness comes questioning: Some parents were initially concerned that organizing the school into families would be a new form of tracking; others worried the Healthy Start initiative would help kids other than their own. While increasing parental involvement at Dos Palos has been a positive step, the school must work more closely with parents to break through old attitudes and explain the goals of its restructuring efforts.

The focus on prevention is further seen through various school activities, and with the Healthy Start funding, more preventive activities are expected. Among the preventive-oriented programs and activities are:

- Project DARE, a district-wide substance-abuse prevention program and Red Ribbon Week, another drug-abuse prevention program;
- QUEST, designed to raise self-esteem in children;
- Rural School Project, providing counseling to students and their families.

III. Lessons Learned

In this early phase of implementation, Dos Palos has focused on enhancing teachers' skills and increasing their involvement in the decision-making process -- a focus that created positive feelings among and between staff. Future restructuring could use this strength to develop additional effective ways to define and measure student success.

It is of primary importance for Dos Palos to address more fully the growing number of LEP students. With only two full-time, accredited bilingual staff persons, much of a Spanish-speaking student's education may be through a relatively untrained aide. While some argue about the level of services students receive in a regular classroom, others see this as a responsibility for the academic success of Spanish-speaking students. The difficulties of hiring and maintaining qualified bilingual teachers in a rural area are apparent and could become a major focus of the school's agenda.

For more information on Dos Palos' restructuring activities, please contact Beverly Brownstetter Schulz at (209) 392-2151.

ALMERIA MIDDLE SCHOOL
Fontana Unified School District

Almeria Middle School
Grades 6-8
Suburban
Southern California
Last visited in May 1993

Major Restructuring Strategies and/or Issues

- Strong school climate promoting high expectations and self-esteem in all students and staff
- Integrated thematic instruction by combining core subjects; flexible block-scheduling of class time, and teacher teams coordinating curriculum
- Strategic professional development, especially in applying technology to curriculum and instruction
- Innovative standards and authentic assessment efforts underway
- Challenges: evaluating, consolidating efforts; LEP transitioning; sustaining parent involvement

Table 1. School Data

Student Enrollment	1,361
Student Ethnicity	53.6% Hispanic; 16.3% Black; 1% Asian; 26.5% White; 1.2% Pacific Islander; 0.8% Filipino; 0.6% Native Am.
Limited English Proficient (LEP)	230 students (17%)
Major Language Groups of LEPs	all Spanish
AFDC / Free Lunch	25% / 50%
Programs	Chapter 1 Schoolwide; SIP; LEP; Chapter 2; SB1274 Demonstration; SB1470 Tech Grant*
Staff	49 FTE Teachers; 53 FTE Certified Staff

*1993-94 CDE data unless indicated by **

Through strong leadership and a committed staff, Almeria has created for its 1,400 students a school climate that promotes high expectations for academic excellence and positive self-esteem. This supportive climate is not the result merely of a school mission statement and goals, with an accompanying logo (a bounding dolphin) and motto ("oceans above the rest"). Underneath these symbols lie strong curricular and instructional innovations, an ongoing commitment to professional development, and the pursuit of performance standards and authentic assessments.

Using flexible block-scheduling of class time, Almeria has been able to create two 90-minute periods in which grades 7 and 8 are taught integrated core subjects (science/math, and social studies/language arts), each by a single teacher. Teachers are paired in teams to develop and coordinate this curriculum, delivered using integrated thematic instruction (ITI) and active learning strategies. Special education students in the Resource Specialist Program (RSP) and limited English proficient (LEP) students are fully included for electives and PE, while Almeria's special education students in Special Day Class (SDC) are grouped homogeneously by ability, regardless of grade/age.

In addition, teachers and staff are supported through a strategic use of professional development resources. Founded on teacher-teams and ITI, Almeria's cooperative staff development model emphasizes using technology in all core subjects, as well as creating schoolwide performance standards and authentic assessments.

Almeria staff have been challenged by their own high-energy drive for innovation. Under the leadership of a new principal, they are attempting to consolidate their multiple efforts and to evaluate their success using Collaborative Action Research (CAR). Transitioning language-minority students to regular classes has been difficult, and sustaining parent involvement has been elusive.

I. School-Community and Restructuring Context

Located in suburban Fontana, Almeria Middle School serves a community that is low-income, growing in size and ethnic diversity, and struggling to meet basic needs. As part of a bedroom community, many Almeria parents face three-hour daily commutes to low-wage jobs in Los Angeles and Orange counties. When Almeria opened its doors as a new middle school five years ago, its challenges included students and families who historically did not value education, a traditional district structure, and varying levels of teacher acceptance of Almeria's vision and mission.

Grounding their efforts on such pioneering documents as the California Department of Education's *Caught in the Middle,* the subject matter frameworks, and Carnegie's *Turning Points*, Almeria has created a nurturing and supportive climate that fosters academic excellence and self-esteem in both students and staff. The school worked closely with the teacher's union around flexible scheduling and teacher planning time. There has been intermittent tension with the district around decision-making (e.g., selecting textbooks, using certain instructional and assessment approaches), and Almeria has funded most of its change efforts using a million-dollar SB1274 grant, as all Chapter 1 school improvement funds have been shifted in the past two years to the district's elementary schools.

In its first few years, the school experienced substantial staff turnover as expectations and the number of innovations grew. Turnover has dropped greatly in the last two years, however, and several attribute this to the participatory hiring process that has improved the selection of teachers who fit the school's culture. Finally, while there was one change of principals (Summer 1993), staff agree that this leadership is helping to consolidate and evaluate their innovations, by assessing student performance.

II. Rethinking Business: Major Restructuring Strategies

A. Ensuring Equal Access to an Enriched Curriculum

Almeria ensures access to an enriched curriculum through aligned strategies (see Table 2). The first, negotiated with their teachers' union while the school was still being built, involves flexible block-scheduling of the school day. Grades 7 and 8 are taught core subjects in two 90-minute periods during the morning. Teachers pair up across disciplines to coordinate their curriculum, and — although they do not team-teach — they do share the same 100 students and a common prep period. The underlying goal, supported by the district, was to remove the traditionally fragmented, departmentalized "junior high school" model, and thereby increase the continuous contact with fewer adults. Although sixth graders are still taught in self-contained classrooms, they mix with their older peers for lunch and extracurricular activities.

Another key strategy, and aligned closely with block-scheduling, is to combine core subjects and to deliver them using integrated thematic instruction and active learning approaches. Each combined subject area -- science/math and social studies/language arts -- is taught by a single teacher, and the first subject "drives" the second. For example, every social studies unit has a corresponding literature selection: Students "walk in the shoes" of particular figures as they write dialogues, persuasive speeches or personal histories from different perspectives. Core subjects are even integrated in electives, as for example perspective drawings

that teach geometry skills are done in art class when students study the Renaissance, while tessellations and algebraic equations are taught during the study of Islam.

Table 2. How does Almeria ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Two-teacher teams coordinate curriculum across core subjects, but don't team-teach; classes, grade-levels not mixed • Students in grade 6 taught academic core by single teacher in self-contained classrooms, but mix with grades 7-8 for lunch and extracurricular activities • Students grouped heterogeneously by ability • Chapter 1, RSP students fully included, with "push-in" of specialists to provide support services in regular classroom; "gifted" students not separated • Special education students in Special Day Classes (SDC) and/or non-English speaking students, LEPs, taught separately by credentialed teams for core subjects in morning; mainstreamed for electives, PE in afternoon	• Combined core subjects: science/math, & social studies/ language arts, each taught by one teacher • Integrated Thematic Instruction (ITI) used, including writing across curriculum and in-class historical/geographical simulations and models • Students in grades 7-8 taught in 90-minute timeblocks • "Meaningful curriculum" is experiential (field trips, manipulatives, student-centered focus), lab- or project-based, with active learning in cooperative groups • Technology integrated with teaching & learning across all core subjects • Higher order thinking skills, multiple intelligences fully supported • Many electives (foreign language, music, art)	• SBC, SB1274 & "minimum day" due to block-scheduling provide funds, time • Teachers attend one conference/yr., grade/subject teams, whole staff also pursue staff devel. • *Teachers' Curric. Institute* in social studies/language arts, *Math Renaissance* for math/science • Summer Technology Institute provides 2-wk. staff training to integrate tech. with curriculum • Trained in Collab. Action Research • Cooperative prof. devel: Mentor teachers for new faculty, teacher-led conferencing • Additional training: portfolios, student-led conferencing, motivating at-risk students, diversity
Tensions in Implementation	• Not clear in school language model how LEPs transitioned into regular classrooms • LEP transience is high	• Initial district resistance to ITI, school's choice of textbooks	• Staff overloaded with innovations, need to focus & consolidate

There is a strong emphasis at Almeria on making the curriculum experiential and meaningful. Much of their work is lab- or project-based, and students often work in cooperative groups. In addition to supplementing lessons with field trips and manipulatives, technology is integrated throughout the curriculum. Using funding from an SB 1470 technology grant, Almeria is networking its computers throughout the entire school. With computers in every classroom as well as three "computer classrooms," students produce much of their work using interactive and multimedia software. They are currently piloting electronic portfolios, while teachers hone their technology skills to learn ways to integrate technology into curriculum

and instruction (see below). There is even a PE "heart lab" that measures body fat, tracks heart rates during exercise, etc., thereby aligning technology with the students' health curriculum.

Most Almeria students are grouped heterogeneously by ability, with RSP and Chapter 1 students fully included in regular classes. Resource teachers and/or teaching aides form part of the teacher teams in classrooms, and services are thereby "pushed in" relatively seamlessly. Almeria's large population of students with severe disabilities in SDCs is taught separately in three classrooms, and is grouped homogeneously by ability regardless of grade/age.

Challenging Almeria's heterogeneous grouping strategy, the school's limited English proficient (LEP) population grows substantially each year, nearly doubling during the last two years to 450 students (or 32% of the student population) in the current 1994-95 school year. Higher-level LEP students (determined by SABE and/or teacher recommendation) are included in regular classrooms with supplemental support from language aides. Non-English proficient (NEP) and low-level LEP students are taught in their core group by the same bilingual teacher-team in grades 7-8, with supplemental ESL instruction by credentialed specialists. In sixth grade, these students are also taught in their own room by a native, bilingual teacher with bilingual support aides.

As at many schools, Almeria's NEP/LEP population is more likely to be transient, with fewer basic literacy and academic skills. Although all these students have access to the same curriculum, Almeria's teachers grapple with when and how to transition them into the regular classrooms. Staff strive to include them in "regular" physical education, field trips, extracurricular functions, and (if their language ability is sufficient) elective courses to ensure that these students don't feel excluded. Moreover, elected LEP students as well as parents serve with teachers on the school's Bilingual Advisory Committee, which focuses on LEP issues. Nevertheless, structuring a transitional bilingual model for these students within the limited timeframe of a middle school is an ongoing challenge.

Professional development is a serious matter at Almeria. In a strategic approach to professional development, Almeria used it early on to build a foundational knowledge of ITI, higher order thinking skills, multiple intelligence theory and active learning strategies -- all of which staff have absorbed into their teaching. This early work, plus training models such as Teachers Curriculum Institute and Math Renaissance, comprised the combined core curriculum.

Almeria also leverages its resources and time well by fostering a cooperative professional development model. Veteran teachers mentor and coach their less experienced colleagues, and all staff volunteer each summer to attend an intensive, two-week Summer Technology Institute, where they teach each other how to integrate the newest multimedia software into their core curriculum and instructional strategies.

Staff were recently trained in Collaborative Action Research (CAR) techniques they now apply to their restructuring assessment efforts. Other efforts have focused on developing student and teacher portfolios (the latter to assess instructional effectiveness), performance standards and authentic assessments.

B. Defining and Measuring Success

Almeria is investing considerable effort in developing schoolwide performance standards to existing anchor student assessment strategies (see Table 3). Performance standards are being developed for language arts, social studies, science, PE and the performing arts. Math standards, defined in a five-level rubric for each grade, were just completed and are being piloted schoolwide. In addition to these academic standards, Almeria already employs a "citizenship rubric" that clearly spells out standards for evaluating the

students' behavior performance for their citizenship grade. They are also developing more in-depth behavior standards aligned with the school's holistic vision of student success (e.g., collaborative worker, community contributor). Standardized test measures are also being collected (see Table 3).

Almeria's student assessment is based on a portfolio system. Among the more innovative methods that staff are currently using are a pilot electronic portfolio (containing videos and other multimedia products students have created) and student-led conferencing, where students present their portfolio evidence to older peers and parents in November and May, to set performance goals and assess academic achievement, respectively. Non-English speaking students are permitted to do conferencing in Spanish.

Table 3. How does Almeria define and measure success?

	Method, Areas Covered and Scope
Standards	• Developing schoolwide performance standards in reading, listening/speaking, writing, social studies, science, PE and performing arts • Math performance levels being piloted schoolwide include "accomplished, capable, developing, beginning and emergent" (content of each rubric varies by grade) • Drafting behavior development standards for "self-directed learner, quality producer, collaborative worker, community contributor" • "Rules to Live By" and citizenship rubric for student behavior implemented schoolwide • Students have input in development of all standards
Student Assessment	• Student portfolios implemented schoolwide • Alternative assessment of knowledge through "inquiries" based on seven intelligences • Electronic portfolios piloted using technology (videos, multimedia software) • Student-led conferencing has student present portfolio evidence to older peers (incl. high school) in November & May, to set and assess performance goals (NEPs can do in Spanish) • Standard measures used, such as CTBS, CRT, MAT6 and SABE for Spanish speakers • CLAS taken at appropriate grade levels
Schoolwide Restructuring Assessment	• Collaborative Action Research efforts underway to evaluate curriculum and instruction innovations • Ongoing Protocol process, a self-study process focused on student learning and outcomes (in second year) • Parent surveys and informal discussion groups • Teacher portfolios, reviewed in *teacher-led conferencing* (peer review/support), used to assess instructional effectiveness

Finally, Almeria staff are eager to assess the impact of their multiple efforts. Their hope is to consolidate the gains of their most effective strategies and prove their successes with more than anecdotal or indirect evidence. In addition to the Protocol process which they engage in as an SB1274 school, the staff are using two other key approaches. They are currently implementing CAR, which they received training for last summer, to focus on the measurable impact of their curriculum and instruction innovations. Also, staff are engaged in teacher-led conferencing, wherein teachers gather and share twice-yearly portfolio evidence of their instructional and/or professional growth goals (lesson plans, training, student work, feedback from students and parents). Additionally, Almeria utilizes parent surveys and informal discussion groups to solicit feedback.

C. Prevention and Meeting Students' Non-Instructional Needs

Almeria employs a variety of preventive approaches to meet students' non-instructional needs and to support their learning. Particularly noteworthy is that the school has interwoven these dimensions, in trying

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to meet students' non-instructional needs precisely through fostering the social and learning skills necessary for academic success. The more notable programmatic efforts include:

- *Project Upbeat*, co-sponsored with CSU-San Bernardino, is an introduction to college life, where the middle school students visit the college campus, hear lectures and are exposed to the college environment as a demystified, attainable goal.

- *Summer Challenge*, an intensive three-week summer course for students identified as at-risk, emphasizes goal setting, positive risk-taking and confidence-building, and offers plenty of outdoor physical teamwork and computer instruction. Upon completion, the graduating eighth-graders make a metaphoric and literal transition, "crossing over" to be greeted by administrators of their new high schools.

- *Opportunity Class* is an in-school program for students with behavioral difficulties that affect their learning. The class, under their motto "Success Now," is relatively small, includes students from all grades and uses contracts involving student, parents and teacher to set learning goals and build portfolios of student work (especially writing) to demonstrate success before re-entering the regular classroom.

Other efforts include Student Study Teams, a peer counseling program and a conflict resolution program, *Peace Team*, which recruits at-risk students and trains them to be mediators. Also, all students receive a "Reminder Binder" that contains school rules, important dates and a daily log for assignments, which require parents to sign-off and in which they can write comments and to which teachers respond.

As mentioned, involving parents has been an ongoing challenge at Almeria. One recent effort addressing this concern is *Open Almeria*, a parent education program that has offered well-attended computer and ESL courses in an ongoing effort to get and keep parents involved in their child's education through building appreciation for the school. As one staff member remarked, "We concluded parents really needed something for themselves. You must feel you're capable of helping your child succeed, but you must also feel you're able to succeed yourself."

Underlying all of these programs and policies is a palpably supportive school climate for students and staff. There is a clear mutual respect among staff, and *all* students and staff greet each other and visitors with a firm handshake and a confident tone. Students appear to thrive in this environment of caring, support and high expectations, and Almerians boast about the school's 99% student and staff attendance.

III. Lessons Learned

Almeria staff have been driving hard to create a supportive, innovative environment that inspires and challenges students to succeed, and thereby to become a model middle school in the state. Of course, the path has not been without obstacles or challenges, and the perennially optimistic staff have learned a few lessons. One seems to be that a mission-driven school can indeed undergo a change in leadership and maintain focus. "The leadership style is different," explained one Almerian, "but the vision is still the same." Staff note that the current principal is using the strong commitment to professional development to "take us back a few steps to look at the foundations" of their efforts. For example, they hope to use their training in CAR to assess their innovative curriculum and instruction efforts in a measurable way. "We want to prove to others and ourselves that what we do here works."

Another lesson appears to be that there is a right time for proliferating innovations, and a right time for assessing and consolidating gains. This is not an either/or choice, but one of emphasis. The current emphasis at Almeria on standards, and on assessment and accountability of their restructuring efforts, reflects not only the attention paid nationally to these facets of school reform, but also reflects Almeria's attempts to slow down and see where it has gotten. It appears to be the right time also because relentless innovation, some felt, was leading inevitably to fatigue and burnout.

Almeria is a strong school that continues to serve its students well precisely because it pursues improvement with commitment, intelligence and resilience. In this regard it is unquestionably a model.

For more information on Almeria's restructuring activities, please contact Richard Roth at (909) 357-5350.

GLASSBROOK ELEMENTARY SCHOOL
Hayward Unified School District

Glassbrook Elementary
Grades K-3
Urban
Northern California
Last visited in Spring 1994

Major Restructuring Strategies and/or Issues

- Integrated subject area instruction with underlying multicultural theme through locally produced and shared curriculum
- After-school activities that promote self-esteem and academic achievement
- Staggered school-day schedule for smaller class sizes and native language literacy during reading, language arts
- Diminishing district support of restructuring

Table 1. School Data

Student Enrollment	436
Student Ethnicity	49.8% Hispanic; 19.3% Black; 19% White; 5% Filipino; 3.9% Asian; 2.8% Pacific Islander; 0.2 American Indian
Limited English Proficient (LEP)	217 students (49.7%)
Major Language Groups of LEPs	145 Spanish; 8 Vietnamese; 64 other (includes Farsi*)
AFDC / Free Lunch	44.1% / 92%
Programs	Chapter 1; SIP; LEP
Staff	19.7 FTE Teachers; 20.7 FTE Certified Staff; 4 Mentor Teachers*

*1993-94 CDE data unless indicated by **

In a community suffering from poverty and high crime, Glassbrook is nonetheless attempting to attain high academic success for American ethnic "minority" children, such as Latinos, Asian and African Americans, as well as children of immigrants from around the world, including Afghanistan, Mexico, Central America, the Philippines, India, Pakistan, Vietnam and China. Like their families, many Glassbrook students are limited English proficient (LEP) and use Spanish, Farsi and other languages in their homes. Most Glassbrook students are on AFDC, receive free lunch and move out of the community before the end of the school year.

To effectively serve such a culturally diverse, highly transient student population, Glassbrook staff have declared that teachers are also learners, consequently creating "a culture of experimentation" for fostering their professional development. Through their ethos of restructuring through peer support, negotiation and consensus, staff have focused on building self-esteem, promoting multiculturalism and developing an engaging curriculum. As a result of their efforts, Glassbrook staff have assembled integrated curricular units, produced student learning centers and diversified staff personnel to meet the academic, linguistic and social needs of an ever-changing student population.

I. School-Community and Restructuring Context

In 1990, the Hayward Unified School District targeted funds for additional clerical services to schools in communities with the greatest needs. The superintendent at that time focused support

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on schools like Glassbrook, located in low-income, high-crime regions of the city. During the 1992-93 school year, administrators of those schools met every two weeks with the district support team to discuss issues and strategize reform. Additionally, staff at schools like Glassbrook were provided one hour per week free from students to mutually plan restructuring, including time to write an SB1274 Planning Grant.

In 1990, Glassbrook staff developed a plan of improvement due to recurrently low CTBS scores. In the fall of 1991, Glassbrook began the Program Quality Review process while simultaneously applying for an SB1274 Demonstration Grant. The following year, Glassbrook staff also agreed to reorganize the daily schedule as a first step in restructuring. They adjusted the districtwide reading schedule to provide one hour a week for schoolwide collaboration time. They also changed the bell schedule to allow for an uninterrupted, two-hour block of classroom time before lunch. The new schedule allowed for integrated thematic units, while keeping staggered reading four days a week to maintain native language literacy for Spanish speakers and sheltered English reading for other language groups.

II. Rethinking Business: Major Restructuring Strategies

At Glassbrook, restructuring decisions, including funding, remain an informal consensus process. Typically, the principal seeks input from as many staff members as possible on issues affecting the entire school, followed by a final decision which most staff respect. Decisions affecting a smaller number of staff are usually negotiated between that group and the principal. Any teacher who would like to try an individual staff development opportunity or idea first relates the idea to the principal, followed by a presentation before the whole staff who then provide input and final approval. Moreover, the principal advocates consensus-building by operating frequently as an equal to her staff. In turn, the staff maintain strong collegial support among themselves.

The cooperative nature of restructuring at Glassbrook has enabled: (1) shared curriculum development and unit-plan writing among same grade-level teachers; (2) integrated subject area instruction with multiculturalism as a theme; and (3) after-school activities that promote self-esteem and academics.

A. Ensuring Equal Access to an Enriched Curriculum

By harnessing their categorical funds – totaling more than 15 times the base operating budget – Glassbrook has provided both professional development and non-student time (during summers) for teachers to produce original curriculum. Staff assert that engaging, multicultural curriculum and a student-centered learning approach both encourage and captivate students who might normally be in school work. (See Appendix B for an example of Glassbrook's multicultural lessons.) Students who need additional support are offered after-school supplementary activities, also funded by categorical funds. Among the many complementary offerings are clubs which focus on self-esteem (such as the Peacemakers Club, Circle of Leaders and Drama Club) and reading groups which promote literature. After-school opportunities in an informal setting outside of their regular classrooms have allowed staff more time to build the skills and capacity of students having difficulty with the social or academic expectations.

Stemming from a belief in the value of native language literacy and inclusion, Glassbrook also has a firm commitment to the needs of diverse students. Heterogeneous grouping is the norm, except for reading, when students are grouped by language backgrounds. LEPs are offered bilingual instruction whenever possible; and special education students in the Resource Specialist Program (RSP) are integrated into all classroom activities. Staff teach language arts and reading in Spanish and Farsi, while other language groups are offered instruction by teachers certified in English language development (ELD). English-as-a-Second-Language (ESL) instruction and RSP services continue to be provided in a "pull-out" mode outside

the regular classroom, while Chapter 1 services are provided through "push-in" of specialists to provide services within the regular classroom.

Table 2. How does Glassbrook ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Reading and language arts homogeneously grouped by language background & English proficiency of students; all other subjects heterogeneously grouped • Each grade has two bilingual classrooms (English-Spanish) & 1 ELD-sheltered classroom for other language groups • All Spanish-speaking LEPs urged to attend bilingual classrooms; other language groups urged to attend ELD-sheltered classrooms; one Farsi-speaking instructional aide provides Farsi reading and language arts before and after school • All Chapter 1, Migrant students in regular classrooms all day • RSP students receive pull-out services as needed • Chap. 1 specialist provides push-in services during day and supplementary reading program after school • ELD-bilingual specialist provides push-in during day, Spanish reading and language arts after school & ESL pull-out 2 hrs/week • Bilingual Spanish- & Farsi-speaking instructional aides shared among all classrooms	• All teachers meet in grade-level teams to develop curriculum • "Staggered" schedule means half of each classroom's students are present for reading & language arts period of the day • Schedule allows for an uninterrupted two-hour time block in the late morning for all classrooms • Multiculturalism infused in all subject areas throughout the year • Original curriculum and cooperative learning math centers developed by Glassbrook teachers • After-school activities offer students opportunity to build self-esteem and academics through engaging reading groups, Drama Club, Peacemakers Club, Circle of Leaders and "Grandpa at Glassbrook" • Fine arts program shared by art specialist and music teacher, in coordination with the classroom teacher, to complement the social studies and thematic curriculum	• "Culture of experimentation" allows teachers to select staff development through consensus • Staff philosophy is to obtain knowledge for developing students' self-esteem, promoting multiculturalism and stimulating active thinking • All staff have been trained in Gardner's theories of multiple intelligences, family science and math nights, and TRIBES • Staff development has been a high priority. Staff has been trained extensively in current educational trends, state frameworks, AIMS and PRISM, use of portfolios & authentic assessment. • Individual teachers continuously investigate professional development opportunities on behalf of the staff; during staff meetings, some ideas may then be rejected or modified, such as Reading Recovery, whose minimum 12-week mediation period would not be feasible for Glassbrook's highly transient population

Table 2. How does Glassbrook ensure *equal* access to an enriched curriculum? (continued)

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Tensions in Implementation	• Staff still hope to find teachers or aides to provide native language literacy support for children who speak Vietnamese, Chinese or Tagalog, etc. • Half-time RSP specialist unavailable for more push-in services for RSP students	• Teachers recently became concerned with the need to balance individual student's need to learn basic decoding skills with the whole language pedagogy • District budget cuts have eliminated other student services positions, like nurses, counselors and reading specialists	• Diminishing district funds have led to a retraction of the weekly student-free hour staff had been provided to jointly plan curriculum and plan restructuring

B. Defining and Measuring Success

Glassbrook has been using formal measures to assess the progress of individual students in the past few years. Although the district has a writing assessment, Glassbrook has developed its own rubric for LEPs. Glassbrook has also created math centers, which use a math rubric aligned with the CLAS math rating. Recently, staff have been piloting math portfolios that include math journals and open-ended assessment. They also use site-developed language assessment scales and an English language development report card. (See Appendix B for further information on the English language development report card.)

Table 3. How does Glassbrook define and measure success?

	Method, Areas Covered and Scope
Standards	• All teachers use California frameworks to develop curriculum and learning standards • Beyond the district-designed writing rubric based on standards per grade level, Glassbrook staff have developed their own writing rubric which has been altered for ELL students • In creating math centers, staff have developed a math rubric aligned with CLAS math rating • Piloting math portfolios and language assessment report cards with local adapted standards
Student Assessment	• Traditional forms of assessment (CAT-5 or the SABE) for all students according to their language dominance, which is disaggregated by grade level, classroom and subject • All LEP students take the LAS annually • CLAS taken at appropriate grade levels • Keeps required categorical funding data, as well as portfolio and audio tapes of student progress • Kindergarten classrooms are using a Glassbrook-produced child-development assessment which they will use to create a developmental report card • All 1st, 2nd and 3rd grade students take a standard cloze test per grade which will be placed in students' portfolios • Spanish language cloze tests are under development
Schoolwide Restructuring Assessment	• No formal schoolwide restructuring assessment as yet

When reporting on the student population as a whole, Glassbrook staff use both formal and informal measures for tracking success. Staff report that tardiness, absenteeism, student violence and the retention rate have dropped significantly. Based on impression and inference, staff perceive restructuring as successful since: (1) students want to stay after school to participate in extended day opportunities; (2) most of the Spanish-dominant first-grade students could read at grade level by the end of a year's time; and (3) students seem happier and more willing to participate. In addition, more students qualified for Gifted and Talented Education (GATE), while fewer students were referred to RSP screening.

Teachers believe that portfolios in general show great progress in reading. Although standardized test scores are not compared systematically by student type, SABE results for Spanish speakers have demonstrated remarkable growth in the past year. Current professional development efforts are focusing on improving student assessment.

C. Prevention and Meeting Students' Non-Instructional Needs

A primary concern of Glassbrook staff has been creating a safe and stable learning environment. Consequently, the TRIBES program, which facilitates conflict-resolution and students solving problems with their teachers, was implemented in every classroom. Additionally, the school established a free breakfast program and maintains their half-time social worker, who handles crisis issues and emergencies, as well as working with families, home visits and group counseling.

For more contact with adults in the community, Glassbrook has established a Parent Center by converting a classroom into a space where parents can socialize, organize meetings, attend workshops, or prepare and develop classroom materials during or after school. Parents often inform staff about issues affecting particular families and provide feedback on the content of the multicultural units. Glassbrook has also established "Grandpa at Glassbrook," a program with a senior citizen who volunteers to work with individual or small student groups for reading or discussion.

III. Lessons Learned

Glassbrook has been disheartened with the unstable financial situation of their school district, which had recently led to a strike by the local teachers union. Student-free staff time to collaborate for curricular planning has been retracted, lowering morale. Diminishing district funding has led to the elimination of staff once considered vital, such as school nurses, counselors and two reading specialists. Increasingly, Glassbrook has come to depend on federal categorical funds for continuing the process of restructuring. Despite these pressures, staff perceive their school to be an "island" of peer support. Sincere collegiality has kept the staff loyal to Glassbrook and the community in which they work. The staff, in fact, attribute their success to the respect they provide one another.

For more information on Glassbrook's restructuring activities, please contact Gina Gonzalez or Maria Elena Gomez at (510) 783-2577.

RILEY ELEMENTARY SCHOOL
Long Beach Unified School District

Riley Elementary
Grades K-5
Urban
Southern California
Last visited in May 1993

Major Restructuring Strategies and/or Issues

- Thematic instruction in developmentally appropriate, English language development groupings for language-based subjects
- Multi-age, heterogeneous at primary and upper grade groupings for "rotation" classes in other subjects
- Schoolwide writing rubric and a developmental, rubric-based report card
- Action and leadership team model for communication and site-based management
- Problem-Solving Team process and conferences for at-risk students

Table 1. School Data

Student Enrollment	748
Student Ethnicity	27.8% White; 14.4% Black; 23.5% Asian; 32.5% Hispanic; 1.5% Filipino & Pacific Islander; 0.3% American Indian
Limited English Proficient (LEP)	352 students (47%)
Major Language Groups of LEPs	Spanish and Cambodian*
AFDC / Free Lunch	35.3% / 88.6%
Programs	Chapter 1 Schoolwide; SIP
Staff	32 FTE Teachers; 1 Mentor Teacher

*1993-94 CDE data unless indicated by **

In spite of their best efforts, current classroom practice was not meeting the increasingly diverse needs of all students, a district move toward decentralization and site-based management, Riley staff were primed to "take a hard look at how our instructional strategies affect learning." A facilitative principal and staff together transformed Riley's traditional self-contained grade K-5 program into a two-pronged approach to accommodate student language diversity; this was done by grouping students and delivering instruction in significantly different ways. Using site-based management, an atmosphere of trust and cohesiveness has been established. As well, a climate that supports risk-taking, collaboration and data-driven decision-making is now supporting their restructuring plans. The vision underlying Riley's approach to restructuring and teaching is captured in this teacher's comments about ideal prospective staff:

> "Our overall philosophy is that we do what kids need. And we found that this sheltered environment works best. A lot of teachers want self-contained (classrooms). But we want teachers who are willing to put in extra work to coordinate with other teachers. We want teachers to work with more students every day, all day, and with more teachers every day. Our approach requires teachers to trust that your students' needs are met by other teachers."

With staff using schoolwide rubrics, Riley is ready for its next major steps: developing schoolwide standards and a developmentally appropriate curriculum in line with the assessments they use

I. School-Community and Restructuring Context

Located in an older, fairly stable community in Long Beach, Riley is one of several schools in this large urban district that serves an increasing number of students who live outside the school boundaries. With about two-thirds of Riley's students bused in from Long Beach's central city, Riley serves two unequal populations: one working/middle class, mostly American-born student population who lives in the neighborhood surrounding Riley; the other economically strapped, predominantly ethnic minorities, often foreign-born, with limited English skills. Riley serves multiple language groups, where no single language predominates. Nearly all of Riley's limited English proficient (LEP) students are either Spanish or Cambodian speakers.

How to better address student diversity has been a primary focus of not only Riley's, but the district's, restructuring efforts. In 1989, the board adopted a strategic plan, "Organizing for Success," that marked the official start of district restructuring. This plan called for a more decentralized approach to district services. To replace its centralized structure organized around elementary and secondary divisions, the district reorganized into five geographic areas, each with its own assistant superintendent and support staff. In addition, the district began implementing an accountability model to improve student achievement. PRISM, Performance Review Indicators for Strategic Management, is an accountability model designed to focus resources on activities that ensure quality and equity, and uses both district-required and school-specific indicators to guide improvement. The district also encouraged site-based management at the school level.

The district's role in restructuring has been key in other ways. With few additional resources (Riley acquired Chapter 1 resources for a schoolwide program only last year), during the first two years, the area superintendent provided Riley with resources, such as substitute release time so that staff could network with other schools. The district also altered its hiring policies and procedures so that Riley staff could provide prospective teachers with the expectations and requirements of Riley's approach to ensure compatible philosophies.

II. Rethinking Business: Major Restructuring Strategies

At Riley, restructuring has focused on two themes: one is programmatic and relates to the instructional strategies staff developed to accommodate student diversity. The other is about organizational development and the implementation of a shared decision-making model that serves as a vehicle for schoolwide planning, communication among staff and program coordination.

Riley first addressed restructuring school governance. Staff studied the concept of site-based decision-making and by March 1991, 95 percent of the staff voted to become a site-based management school. Action and leadership teams serve as the foundation of Riley's site-based management model; a model that requires all staff (certificated as well as classified) to participate on at least one team.

Four action teams drive program planning: (1) curriculum and instruction, (2) evaluation and planning, (3) school-community programs, and (4) management operations. Each team studies issues, generates ideas, plans changes along with the staff development required, and makes decisions in their respective areas for the school as a whole. In contrast, the leadership team facilitates communication among all school community members by representing action teams and site interests, coordinating staff development, setting the master calendar, and monitoring and evaluating progress toward goals set by the action teams. To coordinate these efforts, the leadership team includes action team leaders, in addition to the principal, a parent, a classified employee and two members elected at-large. (More information on the roles and

responsibilities of each team and the charter Riley staff developed for site-based decision-making can be found in Appendix B.)

Staff credit this model – in combination with a supportive principal – for much of Riley's success because it enables everyone, including school support staff and parents, to know what is going on at other grade levels and in classrooms.

Time and timing are also key components of Riley's restructuring effort. One of the first things the principal did was alter the schoolwide schedule so that staff had a common time each Wednesday afternoon for action teams, teaching teams and school faculty to participate in staff development activities. Meetings are also scheduled so that information from leadership team meetings can be reported back to other meetings in a timely manner.

A. Ensuring Equal Access to an Enriched Curriculum

To accommodate students from diverse language backgrounds, Riley staff transformed their traditional self-contained, grade K-5 program into two major programs that significantly altered the learning experiences for students:

- First, in the morning, students receive thematic instruction in language-based subjects of reading, language arts and social science in developmentally appropriate English language development groupings. These flexible groupings organize students into classes that provide English-only, sheltered and, just last year, bilingual environments to maximize learning for students at different stages.

- Second, in the afternoon, primary and upper grade students are organized into multi-age, heterogeneous groups for subjects such as science, art, music, computers, drama and/or career/self-awareness. These groups remain together at least one year and, at the primary level, for several years so that both students and teachers get to know one another better. The groups "rotate" through one or two of these subjects every four weeks or so. In addition to LEPs, special education students are included in these groups.

Riley staff believe this two-pronged approach provides *all* students with an enriched curriculum in several ways. With a narrower range of language-based needs in class, teachers feel they can more easily accelerate instruction because curricular and instructional approaches are more focused and better targeted at specific student needs. Both bilingual and regular classroom teachers believe the approach works for students because it builds academic confidence and the willingness to take academic risks by providing students with more opportunities for leadership and participation among peers. They also see that students are more involved in learning, because "they are able to focus more; most are not too challenged, not too bored."

With rotation classes, teachers can plan curriculum for a single, instead of several, subjects with time to develop a richer curriculum. Also, the opportunity to specialize means teachers can opt to teach a subject they enjoy. The consequence is enhanced instructional delivery. For subjects that require preparation and clean-up such as science and art, the lengthened, intensive block of time also enables teachers to build in more hands-on learning activities and projects not possible in the traditional structure. Finally, rotation allows a more varied curriculum so topics like career and self-awareness can be included.

Table 2. How does Riley ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Students are homogeneously grouped into developmentally appropriate classes based on English language skill development for instruction in the language-based subjects • Heterogeneous, multi-age groups at the primary and upper grade levels are used for instruction in other subjects. Students remain in the same multi-age group for at least a year (3 years at the primary grades) and "rotate" through one or two of these subjects every four weeks. • LEPs and most special education students are included in multi-age groups and are mainstreamed in the rotation classes.	• Integrated thematic units in language arts • Engaging curriculum with more hands-on activities for subjects taught in rotations • More meaningful and relevant curriculum via student choices and input • Early Literacy in the Classroom (ELIC) approach used for language arts and reading with materials available in English and Spanish	• 5 pupil-free days allowed by district • Action teams decide on staff development schoolwide so that needs are aligned with curriculum and other school-wide issues • In-house trainer model used for staff training in ELIC
Implementation Issues	• LEPs whose native language is not Spanish do not participate in a bilingual program, but do receive primary language support via appropriate language tutor in sheltered English environment. • Several competent and experienced staff request transfer because of disagreement with decisions to regroup students. • Upper grades find teaching academic subjects in rotation format difficult	• Action and leadership team key tool for planning • Adequate time to plan and reflect hard to find	• Reconciling district and school staff development needs; e.g., district determined topic (meeting LEP needs) for 4 of 5 pupil-free days available to schools.

One result is engaging, thoughtful curriculum with lots of hands-on experiences. For instance, the art curriculum at the primary grades consists of students taking a "trip" to various countries. At the start of each trip (unit), students pack a bag (brown paper sack) with the items they want to take (cut from magazines) and board a plane in the year. With the teacher as airline crew passing out peanuts, students travel to another country. During the trip, students learn art concepts and history such as perspective, styles and colors typical of a certain period or art form, and how to identify the work of well known artists from that country.

Both special education and bilingual teachers believe the ability to "mainstream" their students in these rotation classes is a real asset, and they see changed attitudes as a result. The special education teacher reports, "They (other students) don't identify these kids as special ed. So on the playground, the kids mix better. And I think teachers really want to include them. Before, there was some fear about how to work with 'those' kids." In addition, bilingual teachers feel the overall approach develops other skills students need to make smooth transitions. One bilingual teacher said this:

> "At Riley, there's a lot of concentration on the little person sitting there, meeting his/ her needs, and making him/her feel this is his/her school. And doing it for the kids from where they are. And that's what we're doing with sheltering and language grouping. Lessons are delivered so kids are understanding what the point is. They're not overshadowed by native speakers, they have more access for leadership, and they're working with kids closer to their level. I find kids are so willing to talk; because by working with so many adults (in rotations) they're more comfortable (speaking). Restructuring helps LEP kids adjust."

B. Defining and Measuring Success

As the above quote suggests, Riley staff are convinced that they are now meeting the needs of all students, especially LEPs, much better than before. And success for Riley students is defined by most staff in three broad ways. One definition relates to all students being English proficient in communication skills of speaking, listening, reading and writing. A second definition relates to new levels of student participation, ranging from reduction in absences to more holistic definitions that incorporate the active learning concept. One teacher expressed: "One way I evaluate students' success is their level of participation. They are there, they are getting their projects done, they can talk about their own goals and what they want to accomplish." A third definition relates to the concepts of academic confidence and the social-emotional aspects of learning, e.g., "If they're happy to be here and feel good about being here, that's most important."

Apart from teacher observation of changes, significant increases in actual and apportionment attendance rates between the 1992-93 and 1993-94 school years, coupled with a good return from Spanish-speaking parents who indicated they want their child to return to Riley this year, providing evidence these strategies are working.

In addition, Riley is both using existing or developing new assessments to measure their efforts as indicated in Table 3. In particular, both staff and parents like the new performance-based report card (also available in Spanish), based on rubrics staff designed. The report card uses developmentally appropriate rubrics for language arts to measure student progress. (See Appendix B for a sample.)

Assessing their work is part of Riley's restructuring effort, and the principal has played a key role in several ways. Apart from facilitating staff discussions about the outcomes of the school's six goals, the principal holds a conference with each teacher to review test results and determine areas of improvement.

Table 3. How does Riley define and measure success?

	Method, Areas Covered and Scope
Standards	• A developmental, rubric-based, instead of grade level-based, report card used schoolwide that better reflects what kids know and are able to do, especially in the area of writing. • Well-developed rubric for writing used and scored schoolwide and articulated between levels. • Following experiments with portfolios in several classes, move toward developing schoolwide portfolio based on progress, not best work. • Developing outcome standards/benchmarks for grade 5 students based on district content standards and goals (see below) that are aligned curriculum frameworks and assessments, both required (CLAS, MAT6) and selected (CAS^2, writing performance assessments). • District content and outcomes standards development based on district curriculum is beginning, with exit standards for 5th, 8th and 10th grades planned. • Exit criteria for LEPs: IDEA test is used for placement purposes; scores on IDEA and MAT6/ CAS^2 plus teacher recommendation used to move students out of bilingual and sheltered groups.
Student Assessment	• District requires traditional form of assessment (CAT^2); CLAS taken at appropriate grade levels • For Chapter 1, school selected MAT6 for grades 3 & 5, Brigantz for K, CAT^2 for grades 1, 2 and 4 • Principal review test data with teachers on a classroom-by-classroom basis • IDEA test for LEPs • Schoolwide performance-based assessments for writing
Schoolwide Restructuring Assessment	• Retreats: annual and voluntary weekend retreats for reflection and planning • Integrate schoolwide restructuring assessment with Program Quality Review (PQR) self-study process. • Parent, student and teacher surveys of rotations and English language development groupings for program improvement purposes and discussed in faculty meetings and action teams. • Action teams evaluate efforts yearly with decisions and recommendations to leadership team. • Principal holds conference with each teacher to do an item analysis of tests and determine needs. • PRISM establish required performance indicators in six areas for all Long Beach schools.

C. Prevention and Meeting Students' Non-Instructional Needs

Riley staff point to two ways that their approach furthers social skills important to student learning and academic success. Because students are assigned to the same group for language arts for at least a year, more personalized and supportive relationships between students at teacher are possible. At the same time, working with several teachers in rotation classes gives students more opportunities to find an adult with whom they can relate. Rotation groupings are also considered preventive in that with greater exposure to students of different, ages, abilities and ethnicities, students have greater respect for other students as evidenced in the more diverse friendships, and decrease in behavioral problems.

Riley also has a Problem Solving Team (PST) designed to intervene earlier to assist students who have academic or behavioral difficulties. The PST includes the parent(s) and student in a meeting with teachers and other resource staff such as the counselor, nurse, special education teacher and school psychologist. These case discussions define the strengths and weaknesses of the child from the home and school perspective, review past interventions, and then decide on a set of actions, including actions and responsibilities for parents and students. The PST also takes a more preventive approach by conducting conferences at each grade level, where every teacher may discuss her/his concerns and possible solutions for a small number of students identified as at-risk of school failure. These discussions differ from the PST process in that they are broader in focus, and may examine students whose difficulties may not yet be serious.

III. Lessons Learned

Riley staff feel site-based management, a commitment to plan and work together, and a supportive principal are keys to their success. While building consensus and a common vision has been slow, the staff cohesiveness and trust that's necessary to work as a team is now in place; district support helps Riley maintain a staff with compatible views on teaching and learning. One lesson learned from Riley's experience is that schoolwide change can be a developmental process: Staff report difficulty working on all aspects at once and the need to shift their focus on different components over time.

This sentiment is reflected in Riley's approach to standards, the next step in restructuring. While the school has done much for student and program assessment, staff are just beginning to develop standards that are aligned with CLAS and the curriculum frameworks, starting with the outcome standards or benchmarks for their oldest (5th grade) students. Fighting conventional wisdom, the principal felt it was important to build teacher knowledge and confidence about what works for their kids before developing specific standards. As a school moving towards student-focused, school-based systemic reform, Riley's experience suggests that different avenues toward achieving this goal are indeed possible.

For more information on Riley's restructuring activities, please contact Laurie Inman at (310) 420-9595.

RENAISSANCE HIGH SCHOOL
Pajaro Valley Unified School District

Renaissance High School
Grades 9-12 (continuation)
Suburban
Central California
Last visited in May 1993

Major Restructuring Strategies and/or Issues

- Project-oriented, hands-on approach in a lab setting using three interdisciplinary teaching teams
- Thematic instruction integrating the different core subjects around a central theme
- Aligning curriculum and instruction with workplace standards
- Difficulty meeting needs of limited English proficient and special education students in full inclusion model
- Team issues: inequity of strength, effectiveness; teaching style conflicts

Table 1. School Data

Student Enrollment	220
Student Ethnicity	67.7% Hispanic; 29.5% White; 1.4% Black; 0.5% American Indian; 0.5% Asian; 0.5% Filipino
Limited English Proficient (LEP)	60 students (27.3%)
Major Language Groups of LEPs	Spanish
AFDC / Free Lunch	13.6% / 49.1%
Programs	SB1274 Planning and Demonstration; LEP
Staff	10.8 FTE Teachers; 16.4 FTE Certified Staff; 2 Mentor Teachers

*1993-94 CDE data unless indicated by **

In a district characterized by uncertainty and diminishing fiscal support, Renaissance High School has demonstrated its commitment to change with a clear vision. Now in its third year of restructuring, this small continuation school in Santa Cruz County has moved from teacher-directed curriculum, where credit was earned for seat time, to thematic instruction. Students are taught by three interdisciplinary, four-teacher teams using project-oriented, hands-on learning in a lab setting. The next steps are focusing on aligning curriculum and instruction with workplace standards to ensure that students will be successful in the working world.

Renaissance faces a complex situation: a student body that turns over as much as 100% during the academic year, which often comes from an environment affected by poverty and that is nearly 40% limited English proficient (LEP). Further, it has two rival Hispanic gangs on campus. Thus, addressing the safety and affective needs of its students is integral to the success of its restructuring. In addition, with three principals in as many years, maintaining continuity proves challenging.

I. School-Community and Restructuring Context

As the only continuation high school in the Pajaro Valley Unified School District (unique comprising urban, rural and suburban communities), Renaissance plays a crucial role in dropout prevention for at-risk youth. Early last year Renaissance instituted dress and behavior guidelines to address the escalating gang problem on campus, and staff believe that their efforts toward

safety have helped to smooth the path for learning.

Supportive of Renaissance's restructuring efforts, the district created a position solely to support schools' efforts to institute their plans. Due to a severe budget crisis, significant cutbacks and drastic staff turnover, the district's plan for curriculum reform and community support foundered. Undaunted, Renaissance continued to move forward toward its vision.

Much of the decision-making of school governance has devolved from schoolwide consensus involving all staff to the teaching team level. This shift has given the principal a more facilitative role and has rested greater power with team members. Curriculum planning takes place at the team level, with teachers designing their curriculum and how best to implement it within the theme and lab frameworks. Budgetary authority, too, has been granted teams who are given equal portions of the school's financial and material resources. This change, however, left those staff initially outside the team structure (e.g., special education and Regional Occupation Program staff) with an unclear role in decision-making for curriculum and budget. To address this, staff members were incorporated into the teaching teams last year.

II. Rethinking Business: Major Restructuring Strategies

To attain their vision of an integrated, hands-on curriculum that builds lasting skills, develops positive social values and prepares students for a career, Renaissance implemented a bold set of pilot-tested changes. It did, however, attempt to retain the best elements of its previous approaches.

A. Ensuring Equal Access to an Enriched Curriculum

Renaissance's team structure -- three interdisciplinary teams of four teachers each -- works to integrate curriculum across disciplines and around a common theme, utilizing a vocational lab for hands-on learning. Team composition, like other schoolwide policy decisions, is determined by schoolwide consensus (where the principal, like the staff, has one vote). In its first year of restructuring, Renaissance had four teams of three teachers. The teaming structure has been a real challenge. Issues arose over unequal team strength, success and cohesion, as well as conflicts in teaching styles and personalities. To address this, Renaissance moved to a three-team structure with four team members each, thus building stronger combinations than before.

Inclusion of LEP and special education students into the team structure has proven challenging, and teachers, students and staff identified the need for ongoing adjustments. Initially, there was attrition of the most limited English speakers because of the "sink or swim" aspect of the new structure -- all LEPs were originally placed in one team. With only one bilingual teacher at the time, once they rotated out of that team, things broke down. Further, given the high transiency rate at this school, arriving students weren't always able to be placed in the "LEP team." As one bilingual teacher put it, the demands of adjusting to the new team system "took precedence over the LEP students." LEP students are now assigned to all three teams—two of which include a bilingual teacher—and are allowed to give their oral presentations in English and Spanish, or purely Spanish, with bilingual peers translating for the others. This peer-related language support among LEPs has emerged as a positive mechanism.

Special education students have moved from a self-contained classroom to participation in the team structure, with the special education teacher. These students are spread across all teams; the special education teacher spends mornings rotating among the teams to provide in-class assistance and afternoons in one location so that students and other teachers can find her. This special education teacher

said, "These kids have been experiencing failure in academic settings for many years. This restructuring gives them a better chance to experience success."

Table 2. How does Renaissance ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Teachers grouped into three teams of four teachers who represent different areas of the core curriculum • Students grouped into three multi-age, heterogeneous groups who rotate through the teaching teams • Full inclusion of LEPs spread across all teams; two bilingual teachers in different teams • Full inclusion of special education students spread across teams with push-in of specialist into regular classroom / pull-out of classroom for required testing & voc. ed. • Regional Occupation Program (ROP) students participate in teams & ROP	• Integrated thematic curriculum around a common theme within each team (with social studies as the base last year and Career Pathways as base for 1994-95). Last year's themes were (1) water, (2) heroes, and (3) vocations & avocations. • Project-centered, hands-on approach in lab: business/computer, applied technology, photography or woodshop • Curriculum more meaning-centered and culturally relevant • Use of computers in projects • Collaborative research and cooperative learning	• District allows school to choose topics for 4 pupil-free days • Heavy emphasis on computer training and technology • Inservice on improving skills at conducting and facilitating meetings • Training also in listening skills, sheltered-English strategy, social studies-based thematic instruction
Tensions in Implementation	• Lack of team cohesion, conflicts in teaching styles, cross-team competitiveness & unclear role of non-team staff • Difficulty meeting language needs of LEPs: only two teams have bilingual teachers and no real incentives for teachers to learn Spanish • ROP students, though only in school in afternoons, were held to same standards in project evaluations	• Uneven implementation of integrated thematic instruction due to intrateam dynamics • Concern over how much cross-curricular integration can take place and still be meaningful • Fear of losing some of the core curriculum (e.g., math) through integration • Aligning curriculum frameworks more difficult in multi-age settings and requires more planning	• Unfocused approach to professional development

To build the year's curriculum, each team chooses a theme around which the teachers integrate their disciplines (history/social studies, math/science, English/language arts). In past years, teams used social studies as the base, but they plan in 1994-95 to use Career Pathways as the base. During the 1993-94 school year, themes for the three teams were heroes (great American heroes or heroes of the 21st century), water, and vocations/avocations. Each team utilized one or more of the school's labs for its project-oriented focus: heroes team = applied technology lab; water team = photography and woodshop labs; and vocations and avocations = business/computer lab. Teaching modules are built around student-

chosen projects using the team focus. Students are expected to set goals; to engage in original and/or secondary research; to work occasionally in cooperative learning groups; and to demonstrate authentic learning through oral, written and visual presentations. Teachers repeatedly noted that students were both teaching themselves and learning from each other through collaborative research and cooperative activities. A portfolio of work is then developed by each student as he or she rotates through the teaching teams. One student said about the project-centered approach, "Teachers help you out more and you get to learn more. You get more choices, and you can express your opinion more..."

The second tier to their restructuring, which Renaissance is developing, focuses on career pathways. The initial effort enabled students to sense the working world through a job-shadowing experience during a team rotation. Staff plan to develop career pathways based on surveys identifying their students' top career choices and then to orient curriculum appropriately.

B. Defining and Measuring Success

During planning, Renaissance articulated definitions of success and operationalized these with respect to student performance and behavior. However, the school-level definitions of success have not been operationalized and the changes in student performance and behavior measures are not being compared over time. With more alternative routes to track (e.g., graduation from continuation program, return to comprehensive high school, independent study option) and an especially transient population (up to 100% turnover each year), measuring outcomes is particularly difficult.

Renaissance is a good example of a school that is trying to align its curriculum and instruction with workplace standards. In addition to using high school graduation requirements as "standards," the school has tried to focus (in their curriculum and instructional strategies) on the requirements or skills most wanted by employers. To better determine what kids should know and how they can be successful in the workplace, Renaissance conducted employer surveys and found the following qualities: (1) responsibility; (2) reliability and trustworthiness; (3) ability to communicate well; (4) ability to get along with co-workers; (5) thinking and reasoning skills; (6) reading, writing and basic math; and (7) specific vocational skills. While the school has been teaching to the last two points—basic skills and literacy—they acknowledge their need to better address the behavioral aspects—first five points. They believe the project-centered approach already in place is a good vehicle for this, because it requires critical thinking, research using technology, cooperative group work and oral presentation. For 1994-95, the staff is developing a vocational-preparedness rubric including vocational readiness, academically-related skills, pathway skills and job-search mechanisms.

Teachers noted the meaning-centered curriculum has allowed students to pick topics they care about, increasing their retention of learning and helping them to "literally teach themselves." Also, the emphasis on earning credits, not through seat time but through producing a tangible work product, along with cooperative group work has helped students to work together, engage in peer support and be more responsible. Teachers providing positive expectations and greater individual attention have moved students beyond the fear of failure and the "scamming mechanisms to get out of work." While most teachers report this anecdotal and subjective evidence as better academic performance and improved attendance, behavior and attitude, others expressed concern over the attainment of basic skills and compliance with new state curriculum frameworks.

Table 3. How does Renaissance define and measure success?

	Method, Areas Covered and Scope
Standards	• Trying to align curriculum and instruction with workplace standards • High school graduation requirements • Look at state and district frameworks to develop and then align curriculum • Standards in attendance and citizenship/student behavior using a range of levels
Student Assessment	• Traditional forms of assessment (such as SAT8) for all students • CLAS taken at appropriate grade levels • Performance-based assessment has largely replaced seat time in the awarding of credits (e.g., use of portfolios) • Evaluate student progress on weekly basis in two areas: classroom performance and behavior. Students enter at level three and can move up the "ladder" -- high end rewarded with fieldtrips; low end triggers parent conferences. Two weekly lists kept, one a petition generated by students to move up and one a warning list generated by teachers. Teachers vote each week, requiring at least three in favor to move a student up the ladder.
Schoolwide Restructuring Assessment	• Three-day workshop held at end of pilot restructuring year (1992-93) to review objectives, highlight successes, identify and work through challenges, as well as team planning for upcoming school year • Have gone through the Protocol training process (a self-study process) and sent teams to SB1274 meetings

C. Prevention and Meeting Students' Non-Instructional Needs

Prior to restructuring, Renaissance already had a strong emphasis on the affective domain and value for prevention and early intervention to enable learning. Among other schoolwide efforts are a non-public school-supported breakfast program, the weekly staff review of student behavior and the teacher-as-counselor model. The latter assigns counseling duties to each teacher, who acts as a mentor or advocate for his/her homeroom students, regardless of whether or not they are in his/her current team. Some teachers expressed concern over the loss of counseling opportunities due to the time demands and constraints of the team structure. To offset this somewhat, a strong peer-support system and a supportive group culture has occurred. The school also brought in a gang-intervention counselor and drug-intervention counselor for weekly individual counseling and group pull-out activities. Further, their effort to include special project teachers (i.e., special education and ROP staff) in teaching teams may help free up more time for counseling duties.

Renaissance has recently tried to increase parent involvement through a series of "family nights" where students receive credits and community speakers are invited (with parent suggestions on topics). Parents have also been invited to their child's oral presentation.

In addition, prevention has been reportedly enhanced through better cross-teacher communication within teams. With more frequent communication, teachers claim they identify problems and intervene more quickly than in the past.

III. Lessons Learned

A thoughtful and inclusive planning process, a clearly defined vision and a committed staff enabled Renaissance to undertake a bold restructuring plan with a very challenging student population. In its first

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two years of restructuring, Renaissance has proven responsive to elements that were not working well. Moving to a three-team structure from one of four teams and building in time for math instruction when faced with the ability to integrate enough math into the curriculum are two examples of Renaissance's flexibility and responsiveness.

This adaptability is key to Renaissance's broader problem-solving capacity. The ability of the staff to identify problems and work effectively toward solutions is, in large part, the result of a unique combination: the small size of the staff (who have worked together for a long time) and their shared commitment to serving in alternative ways those students who were failing in traditional settings.

Renaissance recognizes that meeting the comprehensive needs of its students is critical. As the former principal said, "Learning will only take place if a student goes beyond basic survival and sheltering needs. If a student comes to school hungry and fearing for his life, then learning doesn't take place."

For more information on Renaissance's restructuring activities, please contact Cathryn Hatch at (408) 728-6344.

FERN BACON MIDDLE SCHOOL
Sacramento City Unified School District

Fern Bacon Middle School
Grades 7-8
Urban
Northern California
Last visited in February 1994

Major Restructuring Strategies and/or Issues

- Behavior-based, magnet-neighborhood school requiring three-way contract and parent participation
- Staff and students organized into houses with hands-on, cooperative and project-oriented learning activities
- Move towards integrated thematic units, teaming
- Splintered assignment and schedules, uncertainty about substitutes, and teaming issues challenge implementation

Table 1. School Data

Student Enrollment	857
Student Ethnicity	22.8% White; 20.7% Black; 32.1% Asian; 21.7% Hispanic; 1.6% Filipino; 1. 2% American Indian
Limited English Proficient (LEP)	250 students (29.1%)
Major Language Groups of LEPs	Spanish and Southeast Asian*
AFDC / Free Lunch	7% / 69%
Programs	Chapter 1 Schoolwide; SB1274 Planning Grant; Healthy Start (district); SIP; (Also math & foreign language demo grant; Middle Grades Partnership Network; & Carnegie Health Education grant*)
Staff	36.4 FTE Teachers; 39 FTE Certified Staff; 3 Mentor Teachers

*1993-94 CDE data unless indicated by **

With new leadership, a rich, hands-on project-oriented math curriculum and a commitment to reorganize, Fern Bacon, over the past five years, has made a dramatic shift from two very different schools on the same campus -- a "back to basics" magnet school with entry based on grade requirements housed upstairs and a traditional neighborhood school downstairs -- into one behavior-based, magnet-neighborhood middle school. With entry now based on grades in citizenship, Fern Bacon also requires a three-way contract between student, parent and teachers that emphasizes preparedness for school, attendance and a minimum of 20 hours of parent participation each year.

Serving an ethnically and linguistically diverse population, Fern Bacon is organizing staff and students into grade level houses with block scheduling that provide students with project-oriented learning. Common preparation and weekly planning periods facilitate team building, integrated thematic units and projects, and better communication to address students' needs with parents and as a team.

Developing interdisciplinary teaming and integrated thematic units are next for Fern Bacon, made more challenging by dual grade teaching assignments and fragmented schedules, as well as uncertainty about the availability of substitutes.

I. School-Community and Restructuring Context

In an increasingly semi-industrial area, comprising largely rental housing and a few single family dwellings, Fern Bacon Middle School's neighborhood is also home to some of the biggest drug and gang activity in the county. Like its neighborhood, Fern Bacon's student population is increasingly diverse. While only 11% of Fern Bacon's students are classified as non-English proficient, this masks the rapid growth and diversity of Fern Bacon's limited English proficient (LEP) population; for example, almost twice as many LEPs are enrolled as compared to last year. In addition, with districtwide programs for the orthopedically handicapped (OH) and severely and emotionally disturbed (SED), Fern Bacon has a sizable number of special education students.

Student diversity has also increased as a result of merging two schools. Prior to restructuring, a magnet school with a traditional academic program was housed upstairs. With entry requirements based on maintaining a C average or better, the "basic" school experienced low transiency rates (two or three students every month) and drew students from across the district, most of whom were at grade level academically, and attended regularly (about 94-95% attendance). In contrast, the neighborhood school downstairs had the lowest district test scores with more than 60% of the students needing Chapter 1 services, attendance rates averaging 85-86% and high transiency (about 100 students turn over every month). Students of the two schools rarely mingled. Now, with requirements for attendance based on citizenship instead of GPAs, students are more ethnically and economically diverse. As a magnet school, and part of the district's voluntary desegregation program, Fern Bacon now draws students from 30 to 35 elementary schools as well as its own neighborhood.

II. Rethinking Business: Major Restructuring Strategies

A. Ensuring Equal Access to an Enriched Curriculum

In this context, Fern Bacon has come a long way in relatively short time. To ensure that all students have access to an enriched curriculum, among other key restructuring strategies noted in Table 2, Fern Bacon is organized into grade level houses. Language arts, social studies, mathematics and science comprise the "core," though PE and elective teachers are also assigned to each house. Heavily influenced by the state's middle school reform efforts, Fern Bacon believes this creates a sense of family; fosters communication among staff members, students and parents; and provides greater opportunities for implementing thematic units that span subjects.

One strength is Fern Bacon's commitment to equitable learning opportunities for all students through heterogeneous grouping strategies and inclusion of special need students in regular classes. For example, Chapter 1 students who were previously grouped in their own classes are now integrated across the houses with Chapter 1 teachers providing instruction and support in the classroom. Although staff opinions are mixed about the value and ease of using fully credentialed teachers in regular classrooms instead of aides, a two-year comparison of test scores conducted by the district showed that 41 students exited Chapter 1 by scoring above the district standard in reading, language and mathematics using this full inclusion strategy.

To the extent possible, all special education students are also mainstreamed into regular classes. While there is some concern among regular classroom teachers about mainstreaming SED students (who some argue do not meet the behavior entry requirements), most teachers with these students are comfortable with the arrangement when support by a special education teacher or aide.

Table 2. How does Fern Bacon ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Teachers & students organized into 5 houses of about 170 students & 6 teachers. Within houses, students grouped heterogeneously by grade with block scheduling. (This includes Chapter 1 students who were previously grouped in their own classes.) • LEPs have their own house; within it, grade 7-8 students with lower levels of English proficiency are taught academic subjects by one teacher, while students at higher levels are grouped according to grade level and rotate between the other 3 academic subject teachers. LEPs are integrated with other students for PE. • All categories of special education students are integrated into houses as much as possible	• Project-oriented, hands-on & cooperative learning activities in many classes • Math curriculum, aligned with frameworks; pre-algebra taken by all 8th grade students • Communication-based foreign language instruction • Move toward integrated thematic units • Plans to develop integrated health curriculum and assessments	• 8 pupil-free days allowed by district; 8 different activities selected by teachers are tied to restructuring activities • Other staff development activities for individual or small groups of teachers are tied to various projects and grants in different disciplines
Tensions in Implementation	• Dual grade assignments and differing schedules among house members makes teaming, joint planning and addressing student needs difficult • Bringing teams along at same pace; teacher participation in teaming and joint planning is uneven across teams • Isolation of LEPs; no credentialed teachers in Southeast Asian languages • Support in classroom for certain groups of special education students	• Developing integrated thematic units that have depth & match state frameworks • Lack of common prep period for all teachers in a house • Similar curriculum for all LEPs is difficult given ratio of languages to staff	• Covering many topics each year versus focusing on a few topics over a longer period of time • Uncertainty of substitutes for other staff development activities

However, to ensure that LEP students have not only equitable opportunities but access to appropriate instruction, all LEPs are assigned to one house. With the exception of LEPs at the lower levels of English proficiency, 7th and 8th grade LEPs are grouped in separate classes.

In practice, Fern Bacon has found this strategy has tradeoffs. On one hand, the school can use its limited bilingual staff resources most efficiently to provide appropriate instruction via primary language instruction or support, and/or sheltered English strategies. Because the criteria for exiting the program are clear and stringent, when students move into other houses, teachers feel students are well prepared. Yet, some are concerned about isolating LEPs from other students and the difficulty of aligning curriculum to the state frameworks. Finally, the amount and level of curriculum content LEPs in the lowest level (non-English proficient) are learning is also a concern. But the increasing numbers of LEPs who opt to attend Fern Bacon is one benchmark of their meeting students' needs.

Project-oriented cooperative learning and hands-on activities are common in most classes. Accelerated math programs (Math Renaissance and the district-developed Mind's Eye) and communication-based foreign language instruction are among the unique strengths of Fern Bacon's efforts to enrich the curriculum and to maintain high expectations for all students. Every student is expected to take pre-Algebra, as well as the exploratory foreign language course (band and orchestra students are exceptions); a cross-section of students say they enjoy it. A math project where students had to develop counting systems based on a wheel-shaped, pipe cleaner model excited most students we interviewed, ranging from LEPs and Chapter 1 students to students in the leadership class. Likewise, students, in the foreign language class we observed, felt dialogue via stories and games made learning fun, meaningful and memorable.

Like many schools, Fern Bacon has implementation issues related to developing of teams that are highlighted in Table 2. Teachers find developing integrated thematic units and interdisciplinary teaming more difficult than expected. Creating "pure" grade level houses has not been possible, so it has been challenging to create thematic units with depth that are still aligned with the frameworks, especially when two, or mixed-level, classes are taught in a house. Lack of a common preparation period for some PE and elective teachers -- both members of a given house -- adds to the difficulty of interdisciplinary teaming and joint curriculum planning. Perhaps most difficult, working as a team is new for most staff: With variable experience and interest in working together, the degree to which teachers are actually teaming and their willingness to participate in joint planning is uneven across houses. Some of Fern Bacon's solutions include providing teachers choice about the team with whom they work and structuring teams so they share complementary skills and experience.

Staff development to support these and other curriculum enrichment and instructional efforts has also been an issue. From the school's vantage, district policies regarding staffing and substitutes have meant that frequently teachers are unable to attend the workshops, network meetings or conferences without constantly relying on colleagues to cover their classes. Uncertainty about staffing and administrators for the following year affects not only the school's ability to plan, but staff morale and the climate for change. Finally, while staff have opted to cover a wide range of topics with the eight pupil-free days allowed by the district, others feel that concentrating on limited topics over several years would offer long-term benefits. For instance, the principal felt a strategy that enabled teachers to experiment in their classes, review what they've done and continue to refine their techniques with advanced workshops would facilitate implementing certain practices in place within a three- to five-year period.

B. Defining and Measuring Success

Fern Bacon is just beginning to assess the impact of its restructuring efforts; some staff recognize the need for a better system to evaluate their efforts. Existing schoolwide standards for student behavior, a districtwide grading format, annual retreats, and developing health education standards provide a good base for their efforts (see Table 3). In particular, participation in the Carnegie Health Project requires a self-

evaluation using survey data. Attitude and school climate measures are part of these surveys. Annual re-assessments should give Fern Bacon valuable information to assess students and the school.

Apart from behavior standards, Fern Bacon does not yet have agreed-upon schoolwide standards and criteria about what their students should know and be able to do. However, several teachers in different houses are experimenting with portfolios and performance-based assessments.

Table 3. How does Fern Bacon define and measure success?

	Method, Areas Covered and Scope
Standards	• Schoolwide behavior standard for entry and continuation based on citizenship grade of C or better. Standards and criteria for citizenship defined in schoolwide behavior code, as well as expectations of houses and individual teachers. • Developing health standards to be tied to state curriculum frameworks with appropriate performance and other new assessments. • Format for reporting grades is standard across the district; however, content or performance standards typically vary by classroom. Some houses are beginning to set grading criteria common across teachers in a house. • Effort to align classroom curriculum and integrated thematic units with curriculum frameworks; in particular, math curriculum (Math Renaissance & Mind's Eye) is well aligned. • Exit criteria for LEPs: LAS test is used for placement purposes, and scores on LAS and CTBS are used to move students out of LEP house and into regular program.
Student Assessment	• District requires traditional form of assessment (CTBS) annually of all students. Beginning levels of LEPs and most special education students are exempt. • CLAS taken at appropriate grade levels. • Classes in two houses are experimenting with portfolios in English or history classes. • Performance-based assessment consistently used in PE, and some houses are beginning to experiment with it via projects, journal writing and oral presentations. • Standardized tests for certain subjects such as science used by some teachers.
Schoolwide Restructuring Assessment	• Participation in Carnegie Health Project requires self-study process for school at outset of the project. Results, both aggregated and disaggregated, will be fed back to school. • Annual retreats for schoolwide planning.

C. Prevention and Meeting Students' Non-Instructional Needs

Parent participation is key in Fern Bacon's approach to create greater support for student learning. In addition to the three-way contract students, parents and teachers agree to when enrolling a student at Fern Bacon, parents are required to participate in the school for a minimum of 20 hours each year. Participation may take the traditional form of assistance in classrooms or the office. But parents also earn "credit" through reviewing and signing-off on homework or participating in the inservice of the New Horizons Program, which encourages students to go on to college.

The Carnegie Health Project (described earlier) is just one, but perhaps the most visible, effort to address student needs in more comprehensive and preventive ways. A program only underway this year, it is designed to integrate health care issues into the curriculum and instructional strategies at the school. In the same, but less formal, way, the counselor has talked with small groups of teachers about student self-esteem issues, and techniques and strategies for helping students build their self-esteem through classroom practice.

Some staff, like the counselor, point to the organization of students into houses as a preventive measure because it provides more personal attention and a family atmosphere. From the counselor's vantage, the strategy is having good results. "Students are bonding more with a certain person on staff. They are finding some other adult to talk to (than me). This wasn't case three years ago...Teachers are (also) more open to and aware of student needs."

III. Lessons Learned

With high expectations for themselves as well as students, Fern Bacon staff are modest about their accomplishments and concerned about their next steps. Anxious to develop "meaty" integrated thematic units, for example, staff feel they need to visit other schools that might be implementing such units well to move their efforts to another level. Fern Bacon's ability to combine two schools and develop curriculum programs so every student has opportunities for success is a significant accomplishment. Moving teams and teaming at the same pace is one challenge and part of continuing efforts to ensure equitable opportunities for success. That students we interviewed feel they are successful learners, find Fern Bacon safe and, for the most part, enjoy classes, is evidence that restructuring is off to a good start.

For more information on Fern Bacon's restructuring activities, please contact Raymond Valdez at (916) 433-5000..

CARVER ELEMENTARY SCHOOL
San Diego City Unified School District

Carver Elementary School
Grades K-5
Suburban
Southern California
Last visited in February 1994

Major Restructuring Strategies and/or Issues

- Developmental clusters combine grades; teachers jointly plan lessons, swap students by subject
- Students homogeneously skill-grouped for reading, math; heterogeneously for all other subjects
- Developmental Learning Model (DLM) allows flexible instruction: cooperative small-group and individual learning centers
- Full inclusion of special education students and limited English proficient students grouped using transitional language model
- Uneven implementation, staff buy-in & development; decision-making processes; turnover in site leadership; & new district expectations

Table 1. School Data

Student Enrollment	515
Student Ethnicity	47% Hispanic; 20% Black; 16% Asian; 15% White; 1% Pacific Islander; 1% Native Amer.
Limited English Proficient (LEP)	269 students (52.2%)
Major Language Groups of LEPs	180 Spanish; 30 Vietnamese; 59 other (Asian, African, & European languages*)
AFDC / Free Lunch	55% / 94%
Programs	Chapter 1 Schoolwide; SIP; LEP Program; Chapter 2; District Academic Enrichment Academy*; Healthy Start Program Participant*
Staff	24 FTE Teachers; 25 FTE Certified Staff; 2 Mentor Teachers

*1993-94 CDE data unless indicated by **

Carver Elementary has made strong efforts to satisfy the demands of a student population that continues to grow substantially in both size and diversity. Employing a philosophy of meeting kids wherever they are developmentally, the staff last year formed five developmental clusters that combine grades and have teachers partnering in planning lessons and sharing materials. Within clusters, partner-teachers swap students to form more homogeneous skill-groups in math and reading, while allowing for more heterogeneous skill-groups in other subjects. Each cluster tries to maintain a three-tiered language model to instruct limited English proficient (LEP) students, to transition them to full English in three years.

As a further commitment to a developmental approach, several teachers at Carver are using the district-sponsored Developmental Learning Model (DLM), which gives students opportunities to work either independently or in small cooperative groups at materials-rich learning centers. This also allows teachers to form "needs groups" using instructional aides, or -- given that Carver is also piloting full inclusion of special education students in the Resource Specialist Program (RSP) and in Special Day Class (SDC) -- to "push in" special education services into the regular classroom.

Carver's staff have undertaken these efforts in extremely complex circumstances: The site became year-round in June 1993, had three principals in as many months by October 1993 and became an "overflow" site for four other elementary schools. Also, staff have struggled with decision-making processes, varying levels of buy-in,

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and uneven training to implement their change efforts. Moreover, the district has rolled out its own set of "16 expectations" for which schools will be held accountable.

I. School-Community and Restructuring Context

Set on a hilltop overlooking suburban single-family dwellings and more urban, multi-family units, Carver Elementary serves a population in demographic transformation. In five years, its student population has become much more ethnically and linguistically diverse, and much poorer. Southeast Asian immigrants together with large numbers of Latino, African-American and Anglo students form a multicultural mosaic on-site. Eighty-five percent of the students are Chapter 1 participants, and nearly half of those are LEPs. The student population has grown about 20% per year during the past three years, and many are now bused in.

The district has long advocated systemic reform and school change involving family and community, and the school's original restructuring plan emphasized community outreach. While Carver retains its commitment to prevention and service integration via community involvement, the school and district are focusing on students' academic success. Each teacher has an instructional aide, and the 52 adults directly involved in instruction -- along with 24 additional staff on-site -- create an enormously positive presence for the children. Like the school itself, the district has changed leadership -- the superintendent and Carver's area assistant superintendent are new. The district's efforts to implement its 16 expectations and still encourage site-based governance highlight the delicate balance between consolidating restructuring efforts by central mandate while preserving sites' decision-making autonomy. Dwindling district resources, public concern about student achievement and growing union resistance to charter-based restructuring compound the complex dynamic of carver's context.

II. Rethinking Business: Major Restructuring Strategies

A. Ensuring Equal Access to an Enriched Curriculum

Carver has embraced the challenge of ensuring that its diverse and growing student population has access to an enriched curriculum through a few key strategies (see Table 2). The first of these has been to form five "developmental clusters," each of which groups four to six teachers and spans two or three grades. Piloted by a teacher group in 1992-93, clusters became schoolwide in 1993-94. Each cluster encompasses the school's transitional language model, with classes in monolingual Spanish (the predominant LEP group) or English as a Second Language (ESL) for multilingual groups; sheltered English; and English only. Teachers within a cluster may have a single- or combined-grade class, depending upon student ages and English-language fluency.

Another of Carver's strategies for inclusion has been to fully integrate special education students (both RSP and SDC) within each cluster. Three part-time teachers, hired with integration and coordination monies, also receive students from cluster teachers thus reducing class sizes, and thereby allowing more attention to individual student needs. Teachers have cluster partners with whom they plan lessons and share materials. They also swap students to form more homogeneous skill-groups for reading and math. Students return to heterogeneous skill-groups for other subjects.

A third strategy is Carver's use of the DLM. Designed to meet students at their developmental levels, DLM teachers provide whole-group instruction, then allow students to select an integrated thematic topic and work in cooperative small-group or individual learning centers, abundant with stimulating materials. These centers also allow teachers to implement student "needs groups."

Table 2. How does Carver ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Clusters span 2-3 grades, 4-6 teachers in each; 3 part-time teachers reduce class size • Many combined grades; students "swapped" for homogeneous skill-groups in reading, math; heterogeneous skill-groups in science, art, PE • DLM students taught whole-group & work in small or needs groups, individual learning cntrs. • Special education (both RSP and SDC) students fully integrated • Homogeneous language groups: Spanish/ESL; sheltered; & English only	• Wealth of manipulatives in lower grades, DLM classrooms • DLM classes rich in topic & learning mode: science projects, computer-based or journal writing, art centers, games, puzzles • Cultural sensitivity in curriculum, setting: diverse holidays, historical figures, art work • Literature used for higher order thinking skills • Some experimental use of integrated thematic lessons in language arts & math • Cross-age tutoring used	• Six-eight days of inservice training in DLM last year • DLM pilot teachers received intensive training, resources for materials • Race and Human Relations training for one teacher, to lead staff development efforts on campus • Intermittent partner lesson planning, sharing of materials
Tensions in Implementation	• Student transience & overflow disrupt class size, grade combinations & language model • Part-time, RSP & SDC teachers "push" services into regular classroom / "pull-out" for services as determined by other teachers: logistically difficult and special populations hard to reach • Uneven commitment to clusters; some teachers do not swap students	• Uneven distribution of discretionary funds to teachers for materials • Uneven buy-in to DLM; reported more difficult to use in higher grades • Uneven commitment to clusters; some teachers do not plan lessons together	• Inservice needs in SDC, RSP inclusion; in LEP inclusion due to "spillovers" • Uneven training, materials in DLM • Training needs in group decision-making, portfolio assessment • Resistance to using district-offered pupil-free days for cluster partner planning

Students enjoyed and responded to the varied topics and learning modes of DLM. As one third-grader explained, "We learn better in groups. We finish our [whole-class] work first, then get to go to centers." A fifth-grader noted that "groups are easier to work in; if you need help with words [in reading], people can help you." Students were also aware of heterogeneous skill-groups, and responded positively to them. Another fifth-grader reported, "Sometimes [teachers] mix smart and not-so-smart kids. We're like tutors and we help the not-so-smart ones. It makes you feel good inside."

Taking on the simultaneous, schoolwide implementation of these ambitious approaches has not been without challenges to both staff and students. High student transience and unpredictable "overflow" from four other schools often require reconfiguring combined- and single-grade classes, and moving students to balance class size and retain the three-tiered language model.

Although clusters and DLM were intended to accommodate varied student needs, not all teachers are committed to either approach. Some found it logistically difficult to plan lessons together or swap students. Also, RSP and SDC teachers were assigned specific clusters, making it hard to reach those they serve. Because some teachers prefer "pull-out" and others "push-in" services, both special education and part-time teachers needed to adapt continually.

Staff development seemed to lag behind the changes. Not all teachers have had equal training in DLM; those not in the pilot received less intensive overviews. Combining these approaches was further limited since DLM pilot teachers also piloted the cluster approach. Some voiced their need for more training with special populations, be they RSP, SDC or LEPs who "spill over" the language model tiers. Teachers and staff also struggled with unclear decision-making roles and processes. For example, Site Governance Team members had volunteered -- and therefore were denied real decision-making authority. As they managed more significant and complex issues (year-round schedule, full inclusion, cluster teams), the process of making recommendations and forging staff-wide consensus became time-consuming and frustrating.

Intensifying these challenges, the charismatic principal who championed the restructuring strategies was abruptly transferred just as the school was implementing its efforts. Two other principals served before a third was hired two months later. Some staff noted that these turnovers at such a critical juncture left them confused and demoralized.

Nevertheless, Carver's staff and new principal are emerging from this difficult transition and consolidating their gains. Subsequent to our visit, they freed their special education teachers from particular clusters thereby providing "push-in" services into the regular classrooms across all clusters. Also, part-time teachers now rotate through their cluster classrooms to teach in set time blocks, eliminating disruptive student moves. And, with the aid of a district consultant, the staff developed a process for electing Site Governance Team members now with recognized decision-making authority.

B. Defining and Measuring Success

Because Carver implemented restructuring strategies within the last year, it has not focused much on defining measurable standards of student success. Staff emphasize developing their students' academic skills along with promoting self-esteem, interpersonal skills and multicultural competence, yet these have not related to measurable schoolwide standards or exit criteria. LEPs do have performance-based exit criteria for transitioning through language levels, while RSPs and SDCs have criteria specified in their Individual Education Plans. Behavior contracts also guide students with behavioral difficulties.

Districtwide standards of success, defined in the 16 expectations, focus on students demonstrating skill mastery and appropriate performance in mathematics and language arts. The only benchmark explicitly defined is that of a student's reading report card grade of "3" or better, by third grade or by the third year in the district for an LEP student. Other standards not yet benchmarked are listed in Table 3.

Carver has begun to use some district-mandated assessment measures beyond the state-level standardized tests (see Table 3). Specifically, staff are developing rubrics in math and language arts to compare to CLAS scores. Moreover, the school has begun collecting district-mandated portfolios in math and language arts for students in grades K-3. Standards for these are not yet in place, however, and staff report a lack of training on compiling or assessing the portfolios by the district. Finally, the district also requires students to make public "exhibitions" of their reading skills in third grade, and language arts and math skills in fifth grade.

Subsequent to our visit, Carver staff formed five committees assigned to the five design tasks identified in the expectations document, and to develop consistent portfolio criteria. Site "organizational effectiveness" measures such as increased parent/community involvement and satisfaction, improved school safety, and inclusion of diverse populations in hiring and decision-making were being evaluated.

Table 3. How does Carver define and measure success?

	Method, Areas Covered and Scope
Standards	• Districtwide "16 Expectations" for student achievement and site organizational effectiveness: Reading report card grade "3" or better by 3rd grade or by 3rd year in district if LEP; public, performance-based assessments in math and reading (see below) • Demonstrated reduction in student absences, suspensions & expulsions; elimination of retention; increased parent-community involvement and satisfaction; improved school safety; and respect for diversity
Student Assessment	• District requires traditional assessments such as CRT and MAT6, as well as K-3 portfolios in language arts and math; CLAS taken at appropriate grade levels • Rubrics in math compared to CLAS scores; language arts rubric in development; neither standardized across school • LEPs take CLAS after 30 months of ESL/sheltered English; Spanish speakers take APRENDA test; Chapter 1 students take ASAT • SDCs have weekly tests; verbal quizzes, portfolios. RSPs have new IEPs targeting individual goals (e.g., writing samples, oral presentations). • Performance "exhibitions" for reading in 3rd grade, for language arts & math in 5th grade
Schoolwide Restructuring Assessment	• Outside consultants give formative feedback to staff on decision-making processes for restructuring • District provides 2-year comparative data by gender and ethnicity on standardized reading scores, grades, attendance, discipline measures, etc.

C. Prevention and Meeting Students' Non-Instructional Needs

Given the extraordinary needs of its students and families, Carver shows strong commitment to the whole child by ensuring that all its students and their families get help and stay connected to the school and community. As part of the 11-school Crawford Community Connection (CCC), Carver refers students weekly to the Healthy Start Center of which it is a member. In addition, it distributes a CCC Family Services Guide and a monthly newsletter to parents, and its health aide reviews parent service requests, helping them access community-based organizations.

The school's Student Center is well staffed and offers: student counseling and community-volunteer tutoring; a "growth groups" program in life skills and self-esteem building for troubled children; and "time-outs", in-school suspensions and a reward program for good conduct. The school also runs a peer-mediated conflict resolution program; 15 staff members mentor the most troubled and needy students through its "Adopt-a-Student" program.

III. Lessons Learned

Carver's staff has learned difficult lessons about taking on enormous change -- both planned and unforeseen -- and has remained resilient and resourceful. This is clear by the rich learning environments and quality instruction throughout the school, and enthusiasm of students. The staff continues to

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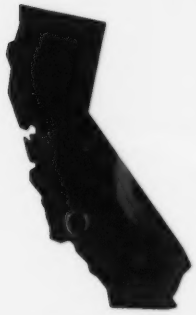
consolidate gains through additional staff development; ongoing refinement of clusters, developmental learning and inclusion strategies; and development of standards and performance assessments to meet school goals and satisfy district requirements. As one staff member noted of restructuring, "You need to be flexible and terribly organized." Carver Elementary is learning to do just that.

For more information on Carver's restructuring activities, please contact Wilma Kozai at (619) 583-7021.

CARR INTERMEDIATE SCHOOL
Santa Ana Unified School District



Carr Intermediate School
Grades 6-8
Suburban
Southern California
Last visited in August 1993

Major Restructuring Strategies and/or Issues

- Interdisciplinary grade level teams to facilitate integrated thematic units
- A Professional Development School for the preservice and continuing education of school staff
- Technology applications in the classroom, including a computer lab for limited English proficient students and a video-based curriculum
- A recent switch to a multi-track, year-round school has scrambled some long-standing teams and complicated the implementation of their language-development model

Table 1. School Data

Student Enrollment	1,790
Student Ethnicity	92.2% Hispanic; 1% White; 1.2% Black; 0.6% Filipino; 4.6% Asian; 0.4% Pacific Islander
Limited English Proficient (LEP)	1, 236 students (69%)
Major Language Groups of LEPs	1,191 Spanish; 9 Hmong, 22 Vietnamese, 14 all other
AFDC / Free Lunch	11.5% / 66.9%
Programs	SIP; Chapter 1; Chapter 2; LEP
Staff	44 FTE Teachers; 55 FTE Certified Staff; 1 FTE Mentor Teacher

*1993-94 CDE data unless indicated by **

Located south of Los Angeles in a suburban, lower-middle-class Latino community, Carr's restructuring focused on both upgrading the curriculum to promote higher order thinking and retooling teachers with the skills needed to meet a diverse, predominantly limited English proficient (LEP) student population. Toward this end, Carr established an on-site Professional Development School enhancing its capacity to provide both preservice and inservice training. Reorganizing the school into interdisciplinary teams so teachers have greater opportunities to plan integrated, thematic units and develop closer, more supportive relationships with students, has been another key strategy.

The solidity of Carr's early restructuring success was tested this past year. At the beginning of the 1993-94 school year Carr was in transition, trying to overcome complications caused by a sudden switch to a multi-track, year-round school. Nevertheless, staff remained hopeful that the strong foundation of prior restructuring would help them regain any momentum lost.

I. School-Community and Restructuring Context

In the Fall of 1993, Carr's restructuring context was characterized by several competing school-community concerns. For parents the largest concern was safety; the growth of gangs and violence in recent years led parents to call for dress codes and fencing off Carr's campus.

Inside the school, however, staff were concerned with another set of issues: how to maintain the integrity and momentum behind certain

restructuring efforts that were in flux because of the sudden switch to a year-round schedule. Students who had been carefully selected to participate in certain language-appropriate teams were now scattered across different tracks and teams. At the same time, morale was low because teams that had begun to cement working relationships were now separated and facing the reality of starting from scratch.

The district, meanwhile, had spent the previous year trying to prepare schools for an anticipated increase of 5,000 students, 1,800 of whom were projected to enroll at Carr that fall. To accommodate this expected increase, the district made a difficult decision to select Carr as one of two intermediate schools to switch to a year-round schedule. According to Carr staff, this decision took them somewhat by surprise because it happened late in the spring of 1993 barely giving them time to prepare. Moreover, staff were further frustrated by the fact that enrollment for that year was far under the district's estimation: only 500 of the 1800 projected students actually enrolled at Carr.

Adding another layer of complication was the district's policy to have equity among tracks by assigning students to them heterogeneously. This meant that Carr's previous, carefully selected four-tiered language development teams were dissolved, randomly spreading LEP students (and their teachers) across all tracks.

II. Rethinking Business: Major Restructuring Strategies

Despite such tensions, most of Carr's staff remained optimistic, confident that ground gained in restructuring would help them overcome the obstacles ahead. As such, Carr's changes have been strongly undergirded by an intensive array of professional development strategies (see Table 2).Since its beginning four years ago, Carr's restructuring efforts have been governed by an overriding philosophy: ongoing, preferably in-house, staff development is the key to bringing about — as well as sustaining — any strides made by restructuring.

A. Ensuring Equal Access to an Enriched Curriculum

Interdisciplinary teams were the building blocks of Carr's professional development approach to restructuring. The pilot team started in 1989, but it was three years before the model was implemented schoolwide. Teams included a common planning period and multigrade, heterogeneously grouped students. Carr's restructuring coordinator notes that this strategy is at least a five-year process with three stages:

- *Stage 1*: Teams need leadership support to learn how to meet and work together. They develop group procedures (i.e., how to conduct parent conferences, handle discipline problems, etc.). They begin to use a writing process spanning across the curriculum, but for the most part are still teaching within their content area.

- *Stage 2*: Teams structure is well established. Teams develop thematic units and content areas begin to dissolve. Use of the writing process increases. As this stage ends, teams are ready to evaluate their work and develop more formal curriculum units with assessments.

- *Stage 3*: Teams continue to refine their working together, as creativity surges and new possibilities are explored. Teachers can focus on standards development, self-evaluation and assessment. Sharing among teams occurs, and some members leave to serve leadership roles in newly formed teams. (See Appendix B for further description of the teaming process.)

A complementary strategy to this teaming structure is an emphasis on professional development. As early as 1985, the school began to train teachers in curriculum to promote the critical thinking and writing skills of students. At that time, the original Chapter 1 curriculum was replaced by the "Philosophy of Children," a

program based upon a Socratic method of problem-solving and inquiry. Subsequent professional development has focused on cooperative learning and the optimum use of technology through computer and video.

Table 2. How does Carr ensure *equal* access to an enriched curriculum?

	Grouping for Instruction	Curriculum Enrichment	Professional Development
Restructuring Design and Strategies	• Students are, for the most part, heterogeneously grouped in multigrade teams. • LEP students are traditionally housed in designated teams according to a four-tiered (now two-tiered) English-language development model. However, at the time of the switch to year-round, LEP students were spread throughout all teams and tracks. • Special education students are mainstreamed into certain teams for certain parts of the day and receive in-class support, as well as support through pull-out of the regular classroom for work with specialists. In some cases, a special education instructor & regular teacher team-teach. • Gifted and talented students are encouraged to enroll in one particular track and placed in one particular team.	• Focus on enrichment has primarily emphasized the implementation of a schoolwide writing and critical-thinking skills curriculum based upon the Socratic method. This program is called *Philosophy for Children*. • Teams emphasize the use of integrated thematic, hands-on and problem-solving curriculum. • Technology integration is another strategy: Video use in the classroom for self-esteem building is the most recent infusion. All teams have access to computer labs, including a specially funded lab for LEP students.	• Preservice and inservice professional development is provided through an on-site Professional Development School, established by CSU-Fullerton. • Initially, professional development focused on the process of change, i.e., developing ways for teachers to work together. Team structure has provided teachers with opportunities to try new instructional approaches. • Then, focus of professional development was on cross-content writing and critical-thinking skill development.
Tensions in Implementation	• Switch to year-round resulted in greater heterogeneity across teams; however, it also dismantled the four-tiered language developmental model, making it difficult for some teams to prepare to teach such students. • Gifted and talented students, on the other hand, were all placed into the same team during the same track because parents were told to enroll students accordingly, prior to the switch.	• Some teams are still in formative stages of development, which means the level of implementation of new curricular enrichment strategies is not necessarily consistent across all teams.	• Professional development activities for the most part are provided schoolwide, however, there was a concern that some teams prior to the year-round switch were not as good as others (e.g., LEP versus regular classroom teams).

Because of the reputation Carr had in restructuring, in 1992 California State University at Fullerton placed their Professional Development School on-site at Carr. Today this school provides Carr and the district with

as many as 25 student teachers a year, and many Carr faculty are asked to teach professional development courses.

Another curriculum enrichment strategy has been the infusion of technology. Most of the school's main buildings have converted hallways into computer labs that can be readily accessed by teams. Integrating video into the curriculum has been another strategy. LEP students are also served through a special computer program, called CLAVES, funded by Title VII Bilingual Funds.

A streamlined and integrated approach to funding has also leveraged Carr's ability to pursue schoolwide and coherent curriculum enrichment strategies. The principal harnesses as many private, state, district and federal funds as possible around two or three professional development and curriculum enrichment needs. As the principal describes, once these few activities take hold and the school is identified as successful in restructuring, funding "just snowballs."

B. Defining and Measuring Success

Carr's definition of success varied by person to person, but was typically described through two different lenses: teacher development and student growth. As the restructuring coordinator explained, her definition of success was the degree to which teachers actually used the concepts and materials learned during professional development. Success was also contingent upon whether other staff were committed to restructuring throughout the school.

School staff also described student success differently. For some, success is related to heuristic characteristics, i.e., staff mentioned that improved behavior, better attitudes and improved self-esteem were measures of student success. For others, it was growth on standardized test scores.

At this point in restructuring, Carr began to gear itself for more professional development on assessment. For the most part, student success had been traditionally measured by standardized test scores, such as the CTBS and SABE. Now alternative assessments, such as portfolios, were being piloted by one team and expected to be expanded during the coming year.

Table 3. How does Carr define and measure success?

	Method, Areas Covered and Scope
Standards	• No uniform definition of student success. Success defined in terms of heuristic indicators, such as student behavior, self-esteem and attitude.
Student Assessment	• Traditional measures, such as CTBS and SABE, were primary testing instruments. • Some experimentation with portfolios and other forms of authentic assessments (e.g. math rubrics). • Some self-esteem tests used with LEP students. • CLAS taken at appropriate grade levels.
Schoolwide Restructuring Assessment	• Teams are engaged in self-reflection about their own work and are supposed to be developing ways to measure their success this past year. However, there was no schoolwide restructuring impact or evaluation process in place in fall 1993.

C. Prevention and Meeting Students' Non-Instructional Needs

According to administrators, the primary emphasis is to address the needs of all high-risk students by improving their access to an enriched core curriculum through interdisciplinary teams. This teaming structure should also serve a preventive function because students remain with the same group of teachers over time. This fosters a more personal, supportive relationship between teachers and students.

Other services are also available for the non-instructional needs of students. For example, district Santa Ana 2000 funded an on-site psychologist and family counseling/outreach. In addition, SB65 program has funded an outreach consultant for drop-out prevention.

III. Lessons Learned

Carr's switch to year-round raised some interesting dilemmas. Both the district and the school were sorting through how best to maintain equity in access to a core curriculum for all students, while best meeting the unique needs of certain students. On one hand, the district's approach promoted heterogeneous grouping; however, this did not appear to serve the language needs of LEP students. Nor was it an approach the school accepted with its gifted and talented students.

Fortunately, prior successful restructuring efforts appeared to help teachers transition to the year-round schedule. Most teachers felt that at the height of restructuring (the year previous) they had had their best year ever in teaching. Teachers felt that although a struggle, their perseverance with restructuring had paid off. As one teacher advised, "Don't quit five minutes before miracles happen."

For more information on Carr's restructuring activities, please contact Vincent Tafolla at (714) 241-6430.

APPENDIX A: List Of Key Terms

LIST OF KEY TERMS

Limited English Proficient (LEP): Students for whom English is not their first or primary language are referred to throughout these profiles as limited English proficient (LEP). Schools may use other terms such as English language learners (ELL) or English language development (ELD) students. These students may be in a bilingual program, taught with sheltered English strategy (e.g., development of lesson plans that incorporate more visual cues and hands-on activities), be in English-as-a-Second Language (ESL) classes, or mainstreamed into regular classrooms.

Special Education: The major program for special education students in these schools is the Resource Specialist Program (RSP). RSP is a statewide program which serves students with mild learning disabilities. These students can be provided several periods with specialists or can be mainstreamed with services provided by specialists in the regular classroom. For students with more severe disabilities than RSP, there is Special Day Class (SDC). Who participates in SDC varies from school to school; it can be students with physical or communication disabilities (depending on the particular school and number of students, etc.). Students are primarily assigned the SDC, though in some schools these students can be mainstreamed into the regular classroom for parts of day.

Student Study Teams (SST): An SST is a group including teachers as well other school and district specialists, such as psychologists and nurses, which carries out the diagnosis and planning for improving an individual student's performance. SSTs create individual educational plans (IEP) with targeted goals for these students. They can also periodically make recommendations to the school to improve schoolwide policies and practices related to recurring problems that may jeopardize the success of some students. Originally for special education students only, they have been expanded in many schools to include any student in need.

School Based Coordination (SBC): The School Based Coordination Program law provides schools flexibility to improve coordination of their state-supported categorical program services. Educators may design services at each participating school to improve performance of special needs students, and school staffs in California schools can take up to eight staff development days. In 1986, there were approximately 300 SBC schools; today there are approximately 5,800 participating schools.

Standards: There are several types of standards. Content standards spell out what students should know and be able to do — i.e., the subject-specific knowledge and skills that schools are expected to teach and students are expected to learn. Performance standards gauge the degree to which students have met content standards and specify how students must demonstrate their knowledge and skills and at what level.

Assessments: The ten schools in our study use a combination of traditional forms of assessment (norm-referenced and criterion-referenced) and more current performance-based types of assessment. Performance-based assessment is direct, systematic observation and assessment based on student performances or performance samples and established performance criteria, e.g., California Learning Assessment System (CLAS). A norm-referenced test is a standardized assessment designed to place a student or group of students in rank order compared to other test takers of the same age and grade, e.g., Stanford Achievement Test (SAT), California Test for Basic Skills (CTBS) and Spanish Assessment of Basic Skills (SABE), and Language Assessment Scales (LAS), Aprenda (for Spanish

speakers). A criterion-referenced test is an assessment designed to reveal what a student knows, understands, or can do in relation to specific objectives; it is intended to identify strengths and weaknesses in individual students in terms of knowledge or skills, e.g., LAPA (for language arts), MAPA (for math).

Senate Bill 1274 (SB1274): SB1274 is a state-level initiative which provides funding (through planning and demonstration grants) for schools' restructuring efforts. Participating schools are required to undertake a self-study process—the Protocol process—focused on gathering evidence of student learning outcomes and to present the findings to other SB1274 schools.

School Improvement Program (SIP): A state-level initiative whose goal is to encourage school improvement (K-12) through a collaborative decision-making process within the school community to meet the educational, personal, and career needs of every student in a timely and effective manner. SIP supports and guides schoolwide improvements to meet the needs of every student in a timely and effective manner. It is designed, implemented, monitored and evaluated through a collaborative school/community decision-making process led by the School Site Council (SSC).

Program Quality Review (PQR): The PQR process is a self-evaluation and self-review process originally a part of the School Improvement Program (SIP).

Miller-Unruh Reading Program: State-level program whose goal is to prevent and correct reading difficulties at the earliest possible time in the educational career of the student. Use of credentialed reading specialists.

Healthy Start Program: Established in 1991, the Healthy Start Support Services for Children Act is California's first effort to place comprehensive integrated support services at or near school sites. The program has seven key components: (1) collaborative partnerships; (2) school as the site for service integration; (3) integrated service provision; (4) family and community service participation; (5) individualized case management; (6) targeting low-income and at-risk youth; and (7) measurable outcomes.

Senate Bill 65 (SB65): SB65 was designed to provide opportunities to school districts to help increase student motivation to stay in school and decrease the number of dropouts. Aims to develop long-term, comprehensive programs that coordinate funds and services to high-risk students.

State Program for Students of Limited English Proficiency (LEP): Goal is to develop fluency in English in each student as effectively and efficiently as possible; promote students' positive self-concepts; promote cross-sultural understanding; and provide equal opportunity for academic achievement, including when necessary academic instruction through the primary language. Key Strategies: Local Education Agencies identify, assess and report each eligible LEP student and change a LEP student's designation from LEP to fully English proficient on the basis of consistent and verifiable objective criteria; provide programs of instruction for each identified LEP student which comply with state law and federal legal requirements; allocate adequate resources from local, state and other funds to serve LEP students; and involve parents of students in the programs designed for their children.

APPENDIX B: Examples of Promising Practices

GLASSBROOK SCHOOL
ENGLISH LANGUAGE DEVELOPMENT REPORT

NAME:_____ SCHOOL YEAR:_____

PRIMARY LANGUAGE:_____ TEACHER:_____

ELD TEACHER:_____

ORAL LANGUAGE DEVELOPMENT

LAS RESULTS	PRE-PRODUCTION	EARLY-PRODUCTION	SPEECH EMERGENCE	INTERMEDIATE FLUENCY
	PHYSICAL RESPONSE ONLY NO SPEECH PRODUCTION MINIMAL COMPREHENSION UP TO 500 RECEPTIVE-WORD VOCABULARY	SHORT ORAL RESPONSES VERY LIMITED COMPREHENSION UP TO 1000 RECEPTIVE/ACTIVE-WORD VOCABULARY	SIMPLE SENTENCE RESPONSES CONNECTED SPEECH FAIRLY GOOD COMPREHENSION UP TO 3000 RECEPTIVE/ACTIVE WORD VOCABULARY	SIMPLE/COMPLEX-SENTENCE RESPONSES EXTENDED SPEECH (DISCOURSE) INCREASED COMPREHENSION BEYOND 3000 RECEPTIVE/ACTIVE WORD VOCABULARY
DATE:				

STUDENT BEHAVIORS - ORAL:

USES VERBAL MESSAGES TO COMMUNICATE WANTS AND NEEDS	USES LANGUAGE OFTEN IN WORK AND WHEN PLAYING WITH PEERS	USES LANGUAGE TO DESCRIBE/RETELL REAL OR IMAGINARY SITUATIONS	WILLING TO SPEAK IN FRONT OF A GROUP	SPEAKS WITH WELL DEVELOPED VOCABULARY AND SENTENCES	USES LANGUAGE FROM CURRICULUM AREAS	DEMONSTRATES INTEREST IN LEARNING AND IN DEVELOPING ORAL LANGUAGE
DATE:						

READING:

USES LANGUAGE TO READ PICTURES ALOUD	MIMICS THE ENGLISH READING PROCESS TRACKING FROM LEFT TO RIGHT	READS SIGNS, LABELS AND HIGH INTEREST WORDS IN ENGLISH	READS ALOUD FROM MEMORY WORD-FOR-WORD (INDIVIDUAL, DUAL OR CHORAL READING)	READS AND COMPREHENDS FAMILIAR TEXTS	EXPLORES AND READS A VARIETY OF CHALLENGING LITERATURE
DATE:					

WRITING:

DRAWS PICTURES TO REPRESENT THOUGHTS	SCRIBBLES AND USES WRITING-LIKE SYMBOLS	USES LETTERS OF ENGLISH ALPHABET TO REPRESENT WORDS	USES RANDOM STRING OF LETTERS TO REPRESENT WORDS	COPIES WORDS ACCURATELY AND SPONTANEOUSLY	WRITE WORDS AND SHORT SENTENCES ON HIS/HER OWN USING INVENTED SPELLING
DATE:					

WRITES SENTENCES AND/OR SHORT PARAGRAPHS FOLLOWING WRITING RULES (E.G., BEGINNING, MIDDLE, CONCLUSION); SPELLING IS MORE CONVENTIONAL	WRITES IN A VARIETY OF FORMS (LETTER, POEMS, STORIES); FINAL DRAFTS SHOW CLEAR WRITING AND SELF-CORRECTION
DATE:	

COMMENTS:_____

_____

_____

_____

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Student's Name:_____

LAS Results:

English:_____level_____ Primary Language:_____level_____

Date:_____

Language Assessment (LAS):

The language assessment (LAS) adopted at HUSD schools is given to language minority students to indicate their oral proficiency in English and in their primary language. At Glassbrook School, students are assessed in English and Spanish. Students in grades 3 are also assessed with LAS reading and writing in some instances, such as for redesignation purposes.

ORAL PRODUCTION LEVEL		DESCRIPTION
0 0-54	NON SPEAKER	NO RESPONSE GIVEN IN THE LANGUAGE TESTED
1		AT LEVEL 1, THE STUDENT PRODUCES ONLY ISOLATED WORDS AND EXPRESSIONS. WHILE THERE ARE SOME DIFFERENCES ACROSS THE AGE GROUPS, THEY ARE VERY SLIGHT AT THIS LEVEL OF PERFORMANCE.
2 55-64		AT LEVEL 2, FEW ISOLATED PHRASES AND FRAGMENTED OR VERY SIMPLE SENTENCES ARE PRODUCED. SENTENCES ARE USUALLY INCOHERENT AND MAY BE DIFFICULT TO ASSOCIATE WITH A STORYLINE.
3 65-74	LIMITED SPEAKER	AT LEVEL 3, COMPLETE SENTENCES ARE PRODUCED, OFTEN WITH SYSTEMATIC ERRORS IN SYNTAX. SENTENCES ARE LONGER AND MORE COHERENT THAN IN LEVEL 2. THE MOST SALIENT CHARACTERISTIC OF LEVEL 3 IS THAT A MORE OR LESS COMPLETE VERSION OF THE STORY IS PRODUCED, ALTHOUGH THE SENTENCES, WHILE MORE COHERENT THAN IN LEVEL 2, MAY BE AWKWARD, AND SYNTACTIC ERRORS TEND TO REPEAT THEMSELVES. THUS, WHILE THE STUDENT MAY BE ABLE TO PRODUCE SUFFICIENT VOCABULARY AND FACTS NECESSARY TO RETELL THE STORY, S/HE HAS DIFFICULTY IN COMBINING THE WORDS WITH THE SAME FACILITY AS THAT OF THE PROFICIENT SPEAKER. IT IS ALSO AT THIS LEVEL WHERE LANGUAGE MIXING IS MORE COMMON. IT SHOULD BE NOTED THAT ONE OF THE MORE DIFFICULT DISCRIMINATIONS TO MAKE IN SCORING THE ORAL PRODUCTION IS BETWEEN LEVEL 3 AND 4 (I.E., LIMITED VS. PROFICIENT). IT IS PARTICULARLY AT THIS LEVEL THAT THE EAR OF A PROFICIENT ENGLISH SPEAKER IS ESSENTIAL.
4 75-84	FLUENT (PROFICIENT) SPEAKER	AT LEVEL 4, THE STUDENT PRODUCES A COMPLETE VERSION OF THE STORY IN COHERENT SENTENCES WITH NATIVE-LIKE FLUENCY. WHILE THERE MAY BE OCCASIONAL ERRORS IN EITHER SYNTAX OR VOCABULARY, THESE ARE ERRORS WHICH WOULD NOT BE UNCOMMON AMONG NATIVE SPEAKERS. THE MAIN DIFFERENCE BETWEEN LEVEL 4 AND 5 IS THAT THE FORMER IS OFTEN A MORE LIMITED VERSION IN TERMS OF VOCABULARY AND SYNTACTICAL COMPLEXITY.
5 85-100		AT LEVEL 5, THE STUDENT PRODUCES COMPLETE SENTENCES WHICH ARE COHERENT, SYNTACTICALLY CORRECT FOR HIS/HER DEVELOPMENTAL AGE, AND OVERALL IS AN ARTICULATE, PROFICIENT ENGLISH SPEAKER.

Ohlone Centers

---

1. Color the map
2. Ohlone math
3. The stick game
4. *Listen to* the story
5. Cut 'n paste sentences
6. Grinding acorns
7. Ohlone village

If you finish your centers, work on your math centers or on Writer's Workshop.

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Ohlone Math

1. Some young Ohlone boys went fishing and caught 17 fish! They left the fish outside, near the cook fire while they went to carry water for their mothers. While they were gone, a racoon came by and stole 3 fish, a coyote snuck off with 2 fish, and a grizzly bear took 6 fish. How many fish were left by the time they got back? Draw a picture and solve the problem.

2. An Ohlone woman cut and dried 16 pounds of grass to make baskets. Each basket she made weighed 2 pounds. How many baskets could she make if she used all the grass? Draw a picture and solve the problem.

3. Several Ohlone women went out to gather acorns one autumn day. The grandmother collected 550 acorns before she sat down to rest. The mother collected 1, 035 acorns. The young girl collected 217 acorns. How many did they collect all together? Draw a picture and solve the problem.

PARAMOUNT SCHOOL
STUDENT STUDY TEAM/SPECIAL NEEDS
COORDINATING COUNCIL

Regular
Principal
2 RSP Teachers
Resource Teacher
Multi-Age Classroom Teacher
School Psychologist
Speech/Language Pathologist
Social Worker Intern

On Call
Adapted PE Teacher
Elementary Counselor

INTERVENTIONS

HEART TALK
Instructional Aide
Bilingual Aide
(1-5 & Parents)

SPEECH/LANGUAGE

PSYCHOLOGIST

COMMUNITY RESOURCES/TROOPS
Social Worker Intern

RSP
RSP Teacher
1/2 Time RSP Teacher

OTHER DISTRICT PROGRAMS
SDC, V.I., A.P.E., etc..

PRIMARY INTERVENTION
School Psychologist
"Special Friends"
4 Instructional Aides
K-3

SST II PROCESS

COUNSELOR

M.A.C.
Teacher

OTHER CATEGORICAL SUPPORT
Resource Teacher

CHAPTER I SP
1/2 Time
RSP Teacher
(p.m.)

Revised 3/4/94

PARAMOUNT ELEMENTARY SCHOOL

Objective/Budget Worksheet

APPROVED BY: _____
Signature Date

Page # In School Plan	Objective in Student Outcomes	Action Plan	Date of Planned Expenses	Item	* I * S	Name of Persons Shared With	My Estimated Cost	Total Item Cost	FUND Chapter I	FUND SI
							$1,300		$900	$400

COMMENTS:

CODE:
* I = Individual Expense
*S = Shared Expense

Your Name _____

SITE-BASED DECISION MAKING
CHARTER, 1993-94

Riley Elementary School

Amended, 10/93

PHILOSOPHY

Site-based decision making is a joint planning and problem solving process that seeks to improve the quality of working life and education for our school. Our commitment is to empower ourselves to make decisions that guide our vision. This joint planning process will provide an opportunity for administrators, teachers, parents, classified employees and community to work collaboratively toward achieving goals, to make decisions affecting the work environment, and to support and be supported in an interactive team setting.

"We want what kids need!"

The staff at Riley School believes that all children can learn when provided with a meaningful and appropriate learning environment. Our plan is to challenge each child and increase opportunities for success with the appropriate language development program.

We believe that schools can make a difference and that our teachers can reach every child, including those with special needs. We work closely together to plan the best use of each teacher's time and talents.

Riley is a site-based decision making school that provides a warm, caring environment where teachers are committed to raising the academic achievement and self-esteem of all students.

ACTION TEAMS

To implement site based decision making, all staff members will hold membership on at least one of five action teams. Other team members will include classified employees, parents, and business partners. Membership is for one year. Requests for change in membership during the year may be brought to the leadership team for consideration.

Meetings: Faculty should expect to meet weekly for either business, staff development, action team or teaching team meetings. Meeting time will not exceed contract specifications. Action team meetings will be held a minimum of once a month, or more frequently as necessitated by the urgency of an issue as determined by the team members. An effort will be made to reach consensus as often as possible when making decisions. Efforts will be made to have agendas available prior to meetings

Roles and Responsibilities

SCHOOL PROGRAMS - Debbie Shay, Chairperson

Coordinate a positive morale and climate schoolwide. Coordinate monthly citizenship breakfasts, Grandparent's Day, Multicultural/Olympic Day and RAH Rally, Honoring the Staff and make decisions regarding schoolwide discipline plans. Student council programs will be the responsibility of this team and members should include parents, classified staff and student council teacher rep.

PROGRAM DEVELOPMENT: - Carol Gross, Chairperson

Coordinate curricular issues, distribute information and resources. Write curriculum for: Home Reading, Writing Club, Library, P. E., approve new computer curriculum. Membership on this team should include curriculum reps. for science, literacy, social studies and math.

SPECIAL PROJECTS: - Jan Carney, Chairperson

Chapter 1 and SI Evaluate/coordinate ELIC/Frameworks and coordinate use of instructional resources, make master list of school materials and determine distribution. Provide inservice/demonstration lessons in language arts, reading, writing, math.
Bilingual - EIA/LEP/PALMS Review compliance issues, develop, articulate, locate materials. Encourage parent participation in Bilingual Advisory Council and Parent Room. Membership should include PALMS representative, Advisory Council, School Site Council, Bilingual Council, and CECAC.

COMMUNITY LIAISONS: - Liz White, Chairperson

Personal Pals - recruit "writing buddies" (pen pals) from business and community leaders, businesses; PTA - attend board meetings; student store - gather donations to sell; business partners - recruit partners for school support, involvement, participation; park activities/use - involvement of park personnel in school activities and use of park for school-related activities; parent room/education - advertise information regarding education opportunities/workshops for parents relating to school involvement; magnet - get community support for Communication Magnet and equipment; attendance - communicate importance of student's attendance at school and parent's attendance at school activities; WOW -coordinate Wednesday afternoon programs. Membership on this team should include PTA board rep., DATE rep., attendance liaison and P.A.R.T. parent.

EVALUATION AND ASSESSMENT - Jane MacInnis, Chairperson

Develop assessment tools such as rubrics and portfolios to evaluate current programs. Continue to refine report cards. Write grants to fund school programs. Coordination of preparation for MAT 6 and CLAS. Research and present reports on new programs such as ungraded classrooms and year-round scheduling. Membership on this team should include Rubric committee, CLAS and MAT6 reps.

LEADERSHIP TEAM

Membership: Principal, five action team leaders, parent (preferably a SSC member), classified employee, and two members-at-large will serve (not to exceed nine members).

Responsibilities: Represent action teams and site interests, facilitate communication among all school community members, coordinate staff development, set master calendar, monitor recommended decisions by action teams and evaluate progress toward goals. Meetings will be held the first and third Monday of each register month.

Terms of Office: 1) Consecutive two-year terms. Starting September 1992, half the existing team will conclude their term and the remaining half will serve for a third year. 2) The leader from each action team becomes the leadership team member. This position is determined by individual action teams. Each team MUST have an elected member to serve on the leadership team and each team must also select an alternate. 3) Two members-at-large will be determined by the leadership team from the following: Area C Rep., TALB rep., counselor, facilitator/s, special education, Chapter I, EIA-LEP, etc. 4) Parent representative selections to be determined by PTA/SSC. 5) Classified employee representative to be determined by their unit. 6) All certificated members will be paid an additional salary for compensation of time.

Voting procedures: Decisions are to be reached by consensus or in the case of impasses, by a two-thirds vote.

Communication: Each meeting will result in minutes being distributed to all staff members. Once every other month, a staff meeting will be designated for team reports, allowing all staff an opportunity to respond and raise questions/concerns. Each action team will submit their long-range plan for attainment of goals to the leadership team by October.

AD HOC COMMITTEES

Throughout the year, the need for committees to be formed to accomplish specific tasks and/or schedule needs may occur. Volunteers will be sought to coordinate such things as grant writing, earthquake preparedness, special social events, etc. If new staff positions become available, the interviews and recommendation for selection, when feasible, will be made through a committee.

EVALUATION/ACCOUNTABILITY

Each team's long-range plan should include a means to evaluate and assess their progress toward school/team goals. Each team will also be responsive to assessment criteria identified by the Board of Education. This document may be amended by a two-thirds vote of the action team membership.

Effort Assessment Scale

6 Exceptional — Student is self-directed, seeks challenges, enthusiastically completes assignments in a timely fashion, listens attentively, eagerly participates in class discussions/activities, contributes to the effective interaction of cooperative groups and takes responsibility to extend personal and academic growth.

5 Strong — Student is self motivated; eagerly completes assignments in a timely fashion; frequently seeks a challenge; and almost always listens attentively, participates in class discussions/ activities, and works cooperatively in groups.

4 Competent — Student is usually motivated and on task; completes most assignments in a timely fashion; and usually listens attentively, participates in class discussions/activities, and works cooperatively in groups.

3 Inconsistent — Student is motivated to complete most assignments however, some may not be fully developed; needs occasional reminders to stay on task; and often listens attentively, participates in class discussions/activities, and works cooperatively in groups.

2 Limited — Student completes some assignments; needs many reminders to stay on task; is seldom motivated; and sometimes listens attentively, participates in class discussions/activities, and works cooperatively in groups. The student's assignments may be incomplete, inaccurate, and/or turned in late.

1 Poor — Student completes few assignment; needs frequent reminders to stay on task; and seldom listens attentively, participates in class discussions/ activities, and works cooperatively in groups. The student's assignments are usually incomplete, inaccurate, or missing.

Reading Assessment Scale

6 Exceptional — Student is an enthusiastic, independent, and reflective reader. The student is capable of reading in all content areas; can read a wide range and variety of materials; produces products that demonstrate comprehension even when drawn from multiple sources; is able to make predictions and draw inferences without teacher support; has critical awareness; and can apply meaningful concepts to situations in his/her own life.

5 Commendable — Student is a motivated, independent reader who may pursue his/her own reading interests. The student is capable of reading in all the content areas; can read a wide range and variety of materials; almost always produces products that demonstrate comprehension; is developing critical awareness; and can apply meaningful concepts to situations in his/her own life.

4 Competent — Student may pursue his/her reading independently. The student reads at grade level in most content areas; may need help with unfamiliar or reference materials; usually produces products that demonstrate comprehension; is developing some critical awareness; and can apply meaningful concepts to situations in his/her own life.

3 Developing — Student is developing fluency. The student is usually most comfortable reading books with simple narrative; relies on rereading favorite or familiar books; needs support with reading in content areas and in using reference books and materials; often produces products that demonstrate comprehension; and can apply some meaningful concepts to situations in his/her own life.

2 Emergent —
2.3 — Student is developing fluency as evidenced by reading predictable/patterned material independently and producing responses or products that demonstrate some comprehension. The student uses cueing systems effectively; connects some concepts to situations in his/her own life; and chooses to read for pleasure.
2.2 — Student is increasing in reading confidence. The student makes predictions and begins to self-correct when meaning is lost; begins to integrate cueing systems (meaning, grammar, sound/symbol, pictures); has reading vocabulary increases; and makes connections to real life with guidance.
2.1 — Student views self as a reader. The student understands that print communicates meaning; has growing ability to use a variety of strategies to gain meaning; begins to read familiar and predictable materials; starts to recognize words in context; and has page awareness (left to right, top to bottom).

1 Beginning —
1.4 — Student begins to make the connection between print and oral language. The student retells familiar literature; uses memory and pictures to gain meaning; pretend-reads by using visual cues from a book to create a story; enjoys reading words in isolation (names, labels); and shows increased knowledge of letters and sounds.
1.3 — Student enjoys participating in shared reading and makes a connection to story idea; looks at books as a self-initiated activity; memorizes and repeats oral language patterns; knows some letters, is gaining awareness that letters have sounds; and has book awareness (left to right, front to back, right side up).
1.2 — Student enjoys listening to stories and may have favorites; watches, listens, and participates during shared reading; looks at pictures in books; and begins to make the connection to print.
1.1 — Student enjoys being read to; looks at pictures in books, but does not yet make the connection to print.

Writing Assessment Scale

6 Exceptional — Student is enthusiastic, independent, reflective, and uses a wide range of techniques to engage the reader. The student's writing is well-developed and shows originality; has voice, sense of humor or suspense; consistently addresses the topic or prompt; shows organizational planning; and has clear sentence sense and variety. Vocabulary used shows maturity in choice and arrangement. Minimal errors in language conventions and spelling occur.

5 Commendable — Student is self-motivated, confident, and uses a wide range of techniques to engage the reader. The student's writing addresses the topic or prompt; shows clear organization; and has varied sentence structure. Vocabulary used shows maturity and is appropriate. Few errors in language conventions and spelling occur.

4 Competent — Student is motivated and usually demonstrates appropriate grade level outcomes. The student's writing addresses the topic or prompt; shows some organizational plan; uses appropriate vocabulary and varied sentence structure that may include fragments and/or run-ons; and may include language convention and spelling errors.

3 Developing — Student is developing fluency and demonstrates some grade level outcomes and/or motivation. The student's writing usually addresses the topic or prompt; uses some descriptive words, but may lack organization. Some language convention and spelling errors are evident.

2 Emergent —
2.4 — Student is increasingly using beginning sounds and inventive spelling; however, use of random letters also continues and may interfere with the message.
2.3 — Student shows increased evidence of sound/symbol correspondence. The student's beginning awareness of spacing and conventions may be apparent; and stronger correlation exists between picture and text, indicating more clearly the writer's message.
2.2 — Student writes using letters to represent one to one correspondence between oral language and written symbols. Sporadic sound/symbol correspondence may be evident.
2.1 — Student writes using lines, scribbles, letter-like marks and/or letters as symbols to represent sounds, letters, and/or words.

1 Beginning
1.4 — Student understands that written language represents oral language through experience with dictation, journal entries, shared writing, labels, charts, etc.
1.3 — Student conveys meaning using separate areas for illustration and text, which includes lines, scribbles and/or letter-like marks.
1.2 — Student may use scribble writing, letters, and/or numeral-like marks integrated within pictures.
1.1 — Student begins to use pictures to communicate with others.

Speaking Assessment Scale

6 Exceptional — Student is enthusiastic, confident, and enjoys actively participating in both formal and informal situations. The speaker uses a variety of techniques to engage the listener; can speak to a wide range of topics and to varied audiences. The student's statements are fully developed, organized, and clearly presented; and responses are expressed eloquently. Contributions to classroom discussions stimulate and promote thoughtful interaction.

5 Commendable — Student is confident and comfortable participating in both formal and informal situations. The speaker uses a variety of techniques to engage the listener; can speak on many topics and to different audiences. The student's statements are usually well developed, organized, and effectively presented. Contributions to classroom discussions are often thought-provoking and meaningful.

4 Competent — Student is capable of speaking with confidence particularly on areas of interest in formal and informal situations. The speaker's statements are developed, organized, and adequately presented. The student feels comfortable speaking on other topics to some audiences; uses some techniques to engage the listener; and usually contributes regularly to classroom discussions.

3 Developing — Student speaks with some confidence on areas of interest in formal and informal situations. The student speaks comfortably to selected audiences, provides responses that are usually on topic; may use limited techniques to engage the listener; and may lack organization. The speaker's message is understood.

2 Emergent — Student usually lacks confidence in formal situations, lacks techniques to engage the audience; and uses statements that may be vague, confusing or off the topic. The student's responses are often expressed in simple words or phrases.

1 Beginning — Student rarely speaks in classroom situations, may comprehend, but seldom expresses ideas verbally.

English Language Dev. Assessment Scale

E-4 Intermediate Fluency — Student participates in everyday conversations and classroom discussions, and is growing in academic language proficiency. The student's speech is generally fluent and approximates that of a native speaker.

E-3 Speech Emergence — Student participates in everyday conversations and classroom discussions with increasing fluency. The student speaks with more confidence and growing vocabulary, particularly on self-selected topics. Short phrases may be used, but the speaker's message is understood.

E-2 Early Production — Student begins to speak with peers or in small groups and may use one or two word responses. The student's understanding of language and vocabulary is increasing.

E-1 Comprehension/ Pre-production — Student begins to comprehend and build receptive vocabulary; demonstrates comprehension by action or gesture; and may use occasional one-word responses.

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Long Beach Unified School District

Riley Elementary Pupil Progress Report

Name _____ Teacher _____ Grade _____ Year _____

Effort Assessment Scales 6 = Exceptional 4 = Consistent 2 = Limited
5 = Strong 3 = Inconsistent 1 = Poor

Progress Scales AP = Appropriate Progress NA = Not Applicable
NI = Needs Improvement * = See Comments

	1st		2nd		3rd	
	Progress	Effort	Progress	Effort	Progress	Effort
Language Arts						
Reading/Literature	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐	☐

Language Arts Assessment Scales 6 = Exceptional 4 = Competent 2 = Emergent
5 = Commendable 3 = Developing 1 = Beginning

	1st		2nd		3rd	
Mathematics						
Computation	☐	☐	☐	☐	☐	☐
Math Concepts	☐	☐	☐	☐	☐	☐
Problem Solving	☐	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐	☐
Social Science	☐	☐	☐	☐	☐	☐

Math/Science/Social Science Assessment Scales E = Excellent progress I = Improving Slowly
S = Satisfactory progress N = Needs improvement

Homework		☐		☐		☐
English Language Development						
For students who are acquiring English as a second language						
Listening/Speaking	☐	☐	☐	☐	☐	☐
IDEA Level	_____				_____	

English Language Dev. Assessment Scales E-4 = Intermediate Fluency E-2 = Early Production
E-3 = Speech Emergence E-1 = Comprehension

Other Subjects	1st AP	1st NI	2nd AP	2nd NI	3rd AP	3rd NI
Art	☐	☐	☐	☐	☐	☐
Health	☐	☐	☐	☐	☐	☐
Music	☐	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
Personal and Social Growth						
Follows Classroom rules	☐	☐	☐	☐	☐	☐
Accepts responsibility for actions	☐	☐	☐	☐	☐	☐
Contributes to classroom activities	☐	☐	☐	☐	☐	☐
Works well in cooperative groups	☐	☐	☐	☐	☐	☐
Observes safety/playground rules	☐	☐	☐	☐	☐	☐
Accepts and respects authority	☐	☐	☐	☐	☐	☐
Interacts with peers	☐	☐	☐	☐	☐	☐
Work and Study Habits						
Follows directions	☐	☐	☐	☐	☐	☐
Manages time to complete tasks	☐	☐	☐	☐	☐	☐
Works independently	☐	☐	☐	☐	☐	☐
Presents neat and careful work	☐	☐	☐	☐	☐	☐

Attendance	1st	2nd	3rd
Closing date	_____	_____	_____
Days present	_____	_____	_____
Days absent	_____	_____	_____
Times tardy	_____	_____	_____

1st Reporting Period
Teacher's Comments:

Parents may assist by:

Conference Requested ☐ Held ☐ Date _____ Teacher's Initials _____

2nd Reporting Period
Teacher's Comments:

Parents may assist by:

Conference Requested ☐ Held ☐ Date _____ Teacher's Initials _____

3rd Reporting Period
Teacher's Comments:

Parents may assist by:

Grade Placement for Fall 19_____ is _____

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Three schools within a school!
All schools:
schoolwide project: literacy/early intervention
• dual language program • nurturing environments
brain-compatible learning/seven intelligences
• megaskills

Tuned into

SANBORN!

VISION:
1) students:
a. bilingual/biliterate/bicultural
b. critical thinkers
c. ready for info-based tech society
d. high self-esteem
2) school environment:
a. community feeling
b. sense of belonging
c. project-oriented
d. multi-aged, interdisciplinary curriculum

THE DISCOVERY SCHOOL
- emphasis on school environment
- learning is active & social
- multi-graded classes
- responsibility/self-direction important
- integrated, project centered curriculum
- parent education component

THE COMMUNITY SCHOOL
- thematic-based curriculum
- community used as primary resource
- multi-graded classes
- business partnerships
- portfolio assessment
- parents as teachers in the home

THE SCHOOL OF INTERNATIONAL ARTS AND SCIENCES
- project-centered multicultural curriculum
- early intervention literacy program
- orientation for new students/families
- gang awareness/self esteem component
- performance-based assessment
- media technology emphasis

ISSUES:
1) low academic/critical thinking skills
2) low self-esteem
3) lack of cultural appreciation
4) strengthen home-school partnerships

STUDENT OUTCOMES

- self-respect
- group cooperation
- cultural appreciation
- global responsibility
- literate
- problem solvers
- strong communication skills

¡*Tres escuelas entre una escuela!*
Todas las escuelas:
- ***proyecto escolar: mejorar la capacidad de leer y escribir/intervención con anticipación***
- ***el programa de instrucción lenguaje dual***
- ***medio ambiente de alimento***
- ***megadestrezas***
- ***conocimientos compatible del cerebro***

¡Sintonizarse a SANBORN!

VISIÓN:

1) ***estudiantes:***
   a. bilingue/escritura/dos culturas
   b. de pensamientos críticos
   c. listos para información sobre la sociedad basada en tecnología
   d. alta auto-estimación
2) ***ambiente escolar:***
   a. sentimientos comunitarios
   b. sensación de pertencia
   c. orientado a proyectos
   d. plan de estudios de multi-edads interdisciplinarios

LA ESCUELA DE DESCUBRIMIENTO
- énfasis en el ambiente escolar
- aprendizaje es activo y social
- responsabilidad/dirección propia importante
- plan de estudios integrados con proyectos
- componente de la educación de padres

LA ESCUELA COMUNITARIA
- plan de estudios temático
- se usa la comunidad como recurso
- salones de multi-grados
- sociedad con negocios
- evaluación del trabajo del estudiate
- padres como maestros en el hogar

LA ESCUELA INTERNACIONAL DE ARTE Y CIENCIAS
- plan de estudios multi-cultural con proyectos
- énfasis en la tecnología
- orientación para nuevos estudiates/familias
- componente de autoestímación/enterado sobre pandillas
- evaluación basada en realización

PROBLEMAS:
1) bajas destrezas acádemicos/y de pensamiento crítico
2) baja autoestimación
3) falta de aprecio cultural
4) fortalecer el enlace entre el hogar y la escuela

RESULTADOS ESTUDIANTIL

- respeto así mismo
- cooperación de grupo
- aprecio cultural
- responsabilidad mundial
- literato
- resolver problemas
- destrezas fuertes de comunicación

STAGES OF TEAMING PROCESS

Stage 1

- Teams learn to meet and work together and need leadership assistance to keep meetings running.

- Teams develop group procedures (ex. parent conference plans, discipline plans, conflict resolution techniques).

- Teams learn one another's curriculum and begin to share in projects. May develop some thematic plans. It takes a year for many teachers to begin to look beyond their content area.

- Teams use writing process across the curriculum.

- Teams are encouraged to explore and try active teaching strategies.

Stage 2

- Team structure is fairly well established allowing for smooth working conditions. Teams assume more leadership for meetings and handling internal business.

- Teams develop thematic units and content boundaries begin to dissolve.

- Use of writing process increases.

- Teachers are generally more ready to use active teaching strategies.

- At the end of this stage teams are ready to begin to evaluate their work and to develop more formal curriculum units with assessment built in.

STAGE 3

- Teams continue to refine working processes.

- During this stage creativity emerges and new possibilities begin to flourish. Teachers are able to focus on intellectual standards, criteria, self evaluation and assessment.

- New courses and units of instruction become apparent.

- Teachers easily use a variety of teaching strategies.

- Team shares with others and members can be moved to be leaders of newly forming teams.

The length of time required to move through these stages varies depending on the personalities involved. Most teams require 3 to 5 years to move through these stages. Evaluation of program effects on students will occur throughout the stages of development of teams. However, full evaluation of the effects on children's learning will occur when students are able to move through three consecutive years on fully functioning teams.

APPENDIX C: School Address List

SCHOOL ADDRESS LIST

Sanborn Elementary School
901 North Sanborn Road
Salinas, CA 93905
(408) 753-5760
fax: (408) 753-5764
contact: Ruben Pulido

Paramount Elementary School
409 West Paramount Avenue
Azusa, CA 91702
(818) 969-9729
contact: Adele McCready

Dos Palos Elementary School
2149 Almond Street
Dos Palos, CA 93620
(209) 392-2151
fax: (209) 3347
contact: Beverly Brownstetter Schulz

Almeria Middle School
7723 Almeria Avenue
Fontana, CA 92335
(909) 357-5350
fax: (909) 357-5360
contact: Richard Roth

Glassbrook Elementary School
975 Schafer Road
Hayward, CA 94544
(510) 783-2577
fax: (510) 782-8796
contact: Gina Gonzalez or Maria Elena Gomez

Riley Elementary School
3319 Sandwood Street
Lakewood, CA 90712
(310) 420-9595
fax: (310) 496-1176
contact: Laurie Inman

Renaissance High School
11 Spring Valley Road
La Selva Beach, CA
(408) 728-6344
fax: (408) 728-6419
contact: Cathryn Hatch

Fern Bacon Middle School
4140 Cuny Avenue
Sacramento, CA 95823
(916) 433-5000
fax: (916) 433-5166
contact: Raymond Valdez

Carver Elementary School
3251 Juanita Street
San Diego, CA 92105
(619) 583-7021
fax: (619) 286-4817
contact: Wilma Kozai

Carr Intermediate School
2120 West Edinger Street
Santa Ana, CA 92704
(714) 241-6430
fax: (714) 241-6588
contact: Vincent Tafolla